DOCUMENT RESUME

ED 461 685 UD 032 298

AUTHOR	Allred, Carol Gerber
TITLE	The Positive Action[R] Model for Comprehensive School Reform: An Agent for Whole-School Change and Parent & Community Involvement.
PUB DATE	1998-00-00
NOTE	215p.
AVAILABLE FROM	Positive Action Company, 321 Eastland Drive, Twin Falls, ID 83301. Tel: 800-345-2974 (Toll Free); Fax: 208-733-1590; e-mail: paction@micron.net.
PUB TYPE	Reports - Descriptive (141) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Behavior Patterns; Curriculum; *Educational Change; Educational Philosophy; Elementary School Students; Elementary Secondary Education; *Parent Participation; Program Implementation; *School Restructuring; Secondary School Students; *Self Concept

ABSTRACT

The "Positive Action" model is a time-tested tool for achieving far-reaching school reform. The program's designed to reform and revitalize schools so that the needs of children are met. The Positive Action Program was developed for elementary schools and has been expanded for middle schools and high schools. The Positive Action Program is based on a philosophy and set of unit concepts or guiding principles, a curriculum and a school climate program, and a parent and community program. The guiding principles are presented in the following unit concepts: (1) "Self-Concept: What It Is, How It's Formed, and Why It's Important"; (2) "Positive Actions for Your Body and Mind"; (3) "Managing Yourself Responsibly"; (4) "Treating Others the Way You Like To Be Treated"; (5) "Telling Yourself the Truth"; and (6) "Improving Yourself Continually." The Positive Action Program reforms schools because everyone in the school sees the benefit of doing positive actions when academic achievement increases, good character becomes the norm, and the school environment becomes a safe place for learning. Some examples of schools where Positive Action has contributed to school reform are presented. The report discusses the program model and its research and evaluation base, organization and administration, implementation, and multipurpose applications. Program materials, funding sources, and costs are also discussed. One appendix presents the measurement instruments used in evaluating Positive Action, and the other contains some excerpts from the new media about the program. (SLD)

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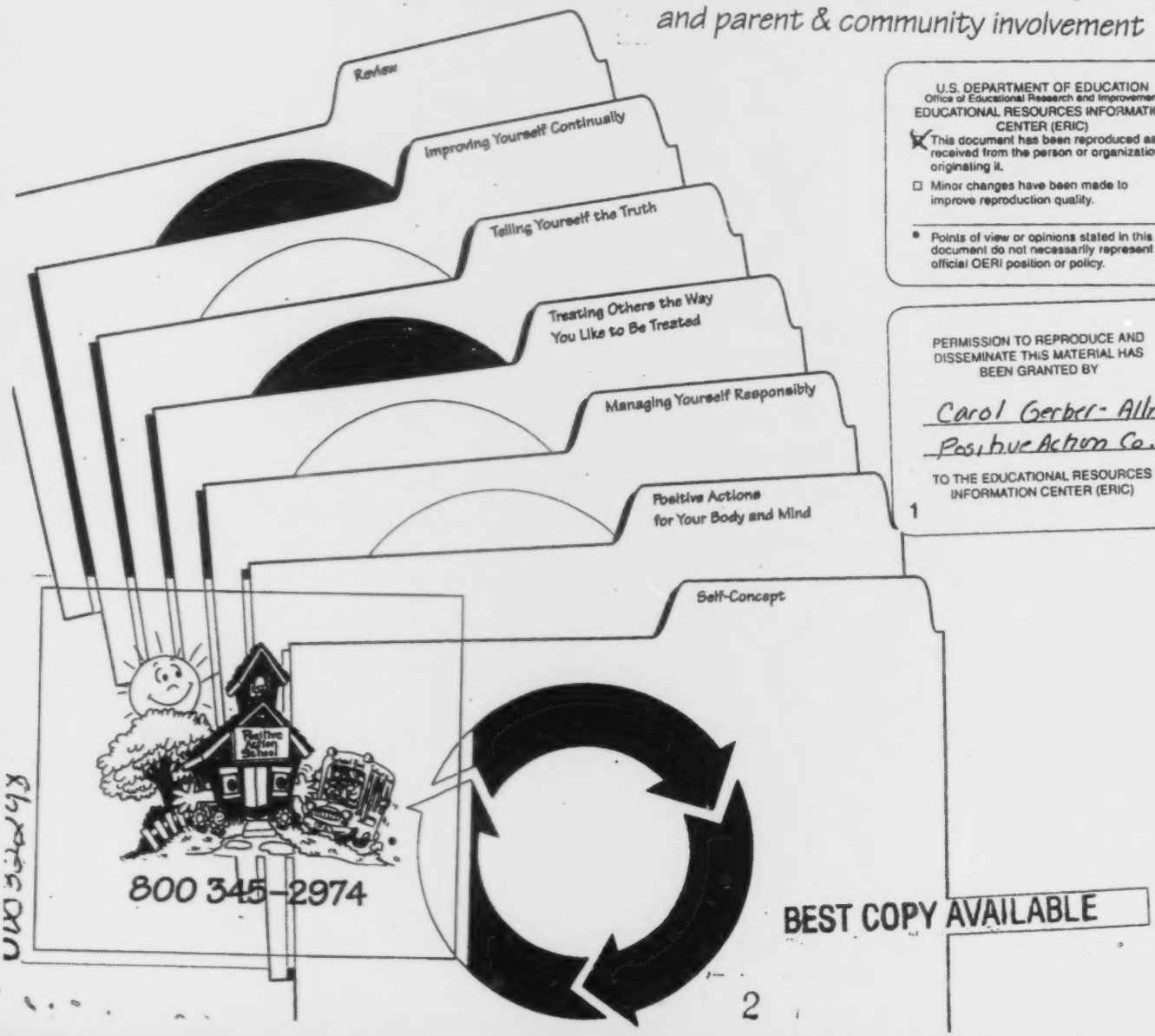
Positive Action® Model for Comprehensive School Reform

An agent for whole-school change and parent & community involvement



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The Positive Action® Model for Comprehensive School Reform

An agent for whole-school change and parent & community involvement

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Twin Falls, Idaho

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Printed in the United States of America

Published 1998
01 00 99 98 10 9 8 7 6 5 4 3 2 1

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Goals of the *Positive Action* Model

The *Positive Action* model for comprehensive school reform has well-established goals. As presented in the following pages, these goals and the means by which the *Positive Action* program achieves them have been a long-standing part of the model. They are reflected in the curriculum as well as the school-climate, family, and community programs. For nearly two decades this model has been working to accomplish comprehensive school reform. It has helped create safe, positive learning environments in schools and homes and encouraged students, teachers, administrators, parents, and others to practice the positive behaviors that contribute to success in school, in the workplace, and in personal relationships.

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1 To develop the lifelong skills that lead to success and happiness in school and throughout life.

The overall goal of the *Positive Action* model is to give students the opportunity to learn and practice the positive actions that will make them successful and happy throughout life. These skills contribute to increased graduation rates and to a well-prepared work force of the future.

2 To understand that success and happiness means feeling good about who you are and about what you are doing, or being the best that you can be.

The *Positive Action* model defines success and happiness as "feeling good about who you are and what you are doing." Given this definition, riches, fame, and material things are not requisites of success and happiness. A positive self-concept is the foundation for success and happiness. A positive self-concept is always formed by doing positive actions for the benefit of others and yourself.

3 To involve the whole community in learning and practicing the positive actions that build self-concept and that contribute to happy, successful lives.

Everyone has an important role in the *Positive Action* model. Students and the significant adults in their lives all have the opportunity to learn and practice the positive actions that give them a good feeling about who they are and what they're doing. These positive actions are important throughout life.

4 To give everyone the opportunity to learn and practice important physical, intellectual, and emotional positive actions.

Some of these positive actions are:

Physical

- Refusing to use drugs, alcohol, tobacco, or other harmful substances
- Getting enough sleep, rest, and exercise
- Eating nutritious foods

Intellectual

- Thinking creatively and critically
- Making positive decisions
- Developing a lifelong love of learning
- Achieving academically
- Solving problems

Emotional

- Managing time, energy, money, materials, possessions, and other resources

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- Being responsible for yourself
- Getting along with others
- Respecting all individuals and cultures
- Treating others as you want to be treated
- Cooperating to complete a project or activity successfully
- Resolving conflicts
- Coping positively
- Resisting negative pressure
- Telling yourself the truth
- Setting goals and taking steps to achieve them.

5 To develop good character, morals, and ethics.

By offering the opportunity to learn and practice the motivating philosophy "you feel good about yourself when you do positive actions," the *Positive Action* model helps individuals from all walks of life take advantage of life's opportunities and confront challenges in a positive, productive manner. In so doing, the model allows everyone to experience the benefits of positive, proactive character traits such as respect, kindness, honesty, and the ability to establish and realize goals.

6 To create a positive learning environment conducive to teaching and learning at school.

When everyone is learning and practicing positive actions, a productive school climate results. As discipline improves and student motivation grows, teachers have more time to teach, and students are better able to learn.

7 To create a safe, drug-free school environment.

The *Positive Action* model clearly focuses on positive behaviors. Intuitively, it deals with the source of many negative behaviors (a poor self-concept) by teaching students how to build a positive, strong self-concept. They build a positive self-concept by doing positive actions.

Students are also taught the positive actions of decision making, conflict resolution, and goal setting which helps them make positive choices regarding drug and alcohol use and negative or violent behaviors. The *Positive Action* model teaches students how to avoid harmful substances. It is a complete curriculum for drug- and alcohol-prevention education.

8 To help faculty, staff, and administrators grow personally and professionally.

The *Positive Action* model helps schools develop stimulating, professional work environments. All members of the school community develop positive self-concepts and the motivation for achievement at a

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Positive Action school. Everyone becomes involved in learning and practicing positive actions and in reinforcing the good feeling that results.

9 To unite school, home, and community in promoting parental involvement and participation in the social, academic, and emotional growth of children.

Parents play an important role in the *Positive Action* school-climate program. This program encourages consistent parent communication and involvement. *Positive Actions for Living* increases parental participation in teaching and practicing positive actions at home. Weekly lessons taught by a parent or family leader in the home include the *Positive Action* concept, family activities, word of the week, and suggestions for community involvement. A special section gives parents suggestions for applying the concepts in their own lives.

10 To create a positive learning environment at home.

Positive Actions for Living reinforces the importance of lifelong learning with lessons and activities that teach positive actions and put them into practice. Lessons encourage every family member to become involved in creating a safe, stimulating home where all family members learn to be their best.

11 To help prepare students to be effective learners before they enter school.

Even the youngest family members can benefit from a safe, stimulating home environment where respect; responsibility; kindness; a healthy, drug-free lifestyle; and other positive actions are learned and practiced. Students grounded in positive actions at home begin school ready to learn.

12 To contribute to adult literacy and to the development of important life skills in adult family members.

Positive Actions for Living can be used to teach parenting skills in school or community settings. Its simple language and engaging stories help adult learners improve reading and communication skills. The important *Positive Action* lessons teach parents as well as children the life skills they need to continue to improve and grow as responsible, contributing citizens.

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13 To give the leaders of the future the skills they need to achieve at the highest national levels and to compete successfully in a global marketplace.

Positive Action learners of all ages develop the skills and motivation they need to set and achieve goals; to continually improve themselves; and to lead with respect, kindness, and fairness. They are prepared to achieve at a high national level and in an increasingly competitive global marketplace. They understand how to be successful and happy in all circumstances.

14 To contribute to a community environment that is drug-free and that protects students' health, safety, and civil rights.

The *Positive Action* model involves students, parents, and school faculty, staff, and administrators in doing positive actions that build positive, productive, safe communities where everyone can be his or her best.

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The *Positive Action* Model for Comprehensive School Reform

This document explains why *Positive Action* schools have succeeded. It demonstrates to educators that this program, an investment of time and energy, and a commitment to positive behavior can achieve great results. Every school can experience profound, positive change. Students from all backgrounds can succeed.

The *Positive Action* model, with its uniquely motivational and universal philosophy, is a time-tested tool for achieving far-reaching reform. Its positive emphasis changes schools, students, families, and communities by cognitively linking positive behaviors with well-being and a strong self-concept.

The *Positive Action* program is a "real world" response to "real world" student need. It is designed by a teacher for teachers.

The *Positive Action* program is developed by Carol Gerber Allred, an internationally recognized expert in the field of self-concept, drug, and character education. Development began in 1977 on the program for elementary students, and it was the basis for her doctoral dissertation. She founded Positive Action Company in 1982 to make the program available to schools. She has since expanded the program to include middle school and high school, serving thousands of schools nationally and internationally.

Dr. Allred was a classroom teacher for six years and a district administrator for five years. She earned a Ph.D. and an M.Ed. in educational administration and a B.A. in English and psychology.

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A Proven Model that Creates Comprehensive School Reform

To effect positive and long-lasting reform, a model must be grounded in sound principles. It must apply to a variety of populations in diverse environments. Its influence must be measured in increased academic achievement, increased social and emotional skills, decreased numbers of disciplinary referrals, and increased parental and community involvement. Its effect should be evidenced by a real transformation in schools, homes, and communities. The *Positive Action* model for comprehensive school reform change achieves all those goals.

The *Positive Action* model is based on a valid philosophy: We feel good about ourselves when we do positive actions. The philosophy works because it is based on an inherent fact of life. And it applies to everyone—teachers, administrators, and staff members as well as to students.

This motivational philosophy does more than set the *Positive Action* model apart from every other school program. It enables the model to encompass all other positive programs, activities, and learning experiences already in progress at the school.

Teaching children about positive actions is one of the most important things we can do for them. The *Positive Action* model effectively teaches positive actions. It works because it directly links character development, academic achievement, health, and emotional well-being with behavior. Affect these qualities and you create reformed schools. How we act influences how we feel about ourselves, and how we feel about ourselves determines how well we do with school, family, and all other areas of life.

Positive Action deals with the physical, intellectual, and emotional areas of a child's life, all of which affect how students perform. Physical positive actions teach healthy ways of living and increase good nutrition, exercise, and cleanliness. Intellectual positive actions ignite the love for learning new things, for creating, for remembering, and for being curious. Emotional positive actions encourage students to take responsibility for themselves, help them get along with other people, assist them as they learn to tell themselves the truth, and support them as they achieve their goals.

Since its inception two decades ago, the *Positive Action* model has transcended the classroom to affect families, and from there it has spread into communities. Families and communities touched by student positive actions in turn look more favorably on the students and the school, which contributes to comprehensive school reform. Parents and community members begin to inquire about what is happening at the school. As they find out, they become involved, bringing even more positive changes.

Positive Action is the only model wherein positive actions are taught, practiced, and reinforced in a comprehensive, systematic way, which creates comprehensive school reform. The benefits of this model are not duplicated by any other program. The *Positive Action* model creates comprehensive school reform by:

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- Unifying all positive events and activities at the school by identifying them as such
- Amplifying the effect of every positive activity occurring at the school
- Increasing awareness of the personal and public benefits of positive actions, events, and activities
- Creating a sphere of positive influence wherever positive behaviors, activities, or programs occur
- Inspiring ever-increasing levels of positive behavior and achievement on the part of students, teachers, administrators, staff members, parents, and community members who are involved with the school.

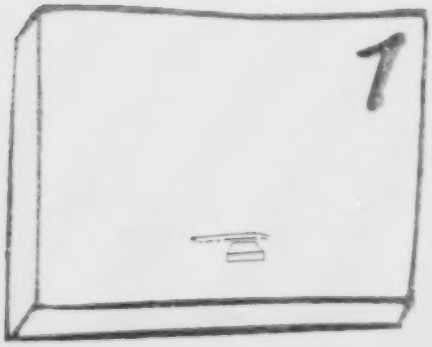
The *Positive Action* Model

The *Positive Action* model is a leading-edge, common-sense program that reforms and revitalizes schools to enable them to meet the needs of children. It's well-designed and complete:

- **It's a schoolwide program.** It includes a classroom curriculum, a school-climate program with materials for principals and counselors, plus a parent- and community-involvement program.
- **It's systematic.** The classroom curriculum is scoped and sequenced. It's taught almost every day for fifteen minutes a day.
- **It's comprehensive.** It teaches positive actions for the physical, intellectual, and emotional areas.
- **It's easy to use.** All the lessons are planned, and the materials are prepared. A short training session prepares you to implement the program.

The *Positive Action* model is comprised of five building blocks: a philosophy, a set of unit concepts or guiding principles, a classroom curriculum, a school-climate program, and a parent and community program. Each is an important part of education by itself, but when the blocks are used together, schools are transformed.

Positive Action Philosophy Is the Foundation



The *Positive Action* philosophy is built on a simple, universal truth: We feel good about ourselves when we do positive actions. The *Positive Action* Thoughts-Actions-Feelings Circle illustrates how this philosophy works: Our thoughts lead to actions, and those actions lead to feelings about ourselves, which

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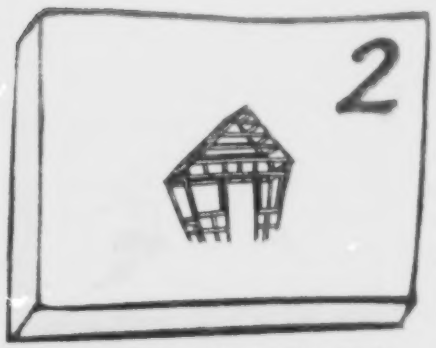
lead to more thoughts. The circle can be positive or negative.

The *Positive Action* philosophy becomes the foundation for what happens at school and in life. Learning to read and to do math are now positive actions as are learning to be responsible and to be respectful. When academics are considered positive actions and the school's climate reinforces the positive actions taught in the classroom, school becomes meaningful and motivating. Students and educators solve problems that affect student well-being while encouraging educational excellence and responsible citizenship.

The result is a positive self-concept.

Ppositive Action Unit Concepts Are the Framework



Feeling good about ourselves begins with identifying positive actions and then doing them. Throughout the *Positive Action* program positive actions for the body, mind, and emotions are presented in a framework of guiding principles in the form of six unit concepts, with a seventh unit for review. These units cover the positive actions for the whole self:

Unit 1. Self-Concept: What It Is, How It's Formed, and Why It's Important

The philosophy that we feel good about ourselves when we do positive actions is taught. The Thoughts-Actions-Feelings Circle is introduced: When we think positive thoughts, we do positive actions. Those positive actions lead to positive feelings about ourselves.

Unit 2. Positive Actions for Your Body and Mind

Physical positive actions such as eating healthful food, getting enough sleep and rest, exercising, and keeping clean are taught. Intellectual positive actions, include being curious and willing to learn new things and creativity.

Unit 3. Managing Yourself Responsibly

This unit teaches the emotional positive action of managing our resources (time, energy, talents, money, and possessions, as well as our thoughts, actions, and feelings.)

Unit 4. Treating Others the Way You Like to Be Treated

This unit teaches the emotional positive action of treating others the way we like to be treated (with kindness, fairness, respect, cooperation, among others).

Unit 5. Telling Yourself the Truth

This unit teaches the emotional positive action of telling ourselves the truth (refusing to blame others, doing what we say we will do, acknowledging our mistakes, among others).

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Unit 6. Improving Yourself Continually

This unit teaches the emotional positive action of following our dreams (setting goals, being persistent, believing in ourselves, turning problems into opportunities).

Unit 7. Review

Classroom Curriculum Is the Walls

The *Positive Action* K–12 classroom curriculum fills in the walls of the *Positive Action* framework. It contains more than 1,200 lessons that use a variety of methodologies that address all learning styles. It includes a complete kit for each of grades K–8 plus supplemental drug-education kits for grade 5 and middle school. *Positive Actions for Living*, a textbook with materials, prepares students in grades 9–12 for adult life. The schoolwide *Positive Action* curriculum is designed to be implemented in a single school or in all the schools in a district. It is comprehensive in its approach and content. It is fun and easy to use.

School-Climate Program Is the Roof

The school-climate program is the roof that covers the entire school. It ties together the activities and coordinates the curriculum lessons into a schoolwide program. It unites the school with families and community. The school-climate program provides opportunities throughout each day to practice the lessons that are learned in the classroom. Everyone that is involved with the school becomes a part of the school-climate program by creating together an exciting, dynamic school with a positive learning environment.

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Parent & Community Program Completes *Positive Action* for an Effective School

Everything is pulled together into a continuous, harmonious whole as parents and community members get actively involved in the *Positive Action* school. The *Positive Action* program promotes family and community participation through a well-designed parent curriculum and activities. The program encourages collaboration among schools, homes, businesses, and institutions, thus promoting school-family-community partnerships.

Basic Components of the *Positive Action* Model

The *Positive Action* program is a complete, comprehensive program that includes the following components:

- ✓ A philosophy that unites all program components
- ✓ Concepts that are derived from the philosophy
- ✓ A comprehensive, scoped-and-sequenced, K–12 curriculum that teaches the concepts in lessons that are taught almost every day
- ✓ A school-culture program that encourages the practice and reinforcement of the concepts all day long
- ✓ A variety of teaching materials such as posters, music, games, and worksheets
- ✓ A curriculum for parents that corresponds to the school curriculum and that involves them in practicing and teaching concepts in the home and acting as mentors, role models, and decision makers
- ✓ A program to involve community leaders in partnership with schools and parents to address issues that affect student well-being
- ✓ Multipurpose applications of the basic program that address root causes of linked social problems such as teen pregnancy, drug and alcohol use, gang activities, dropping out of school, and lack of character leading to negative behaviors
- ✓ Measurable results that include increases in academic achievement, attendance, and positive behaviors that evidence a strong moral character
- ✓ Measurable results that include decreases in violence, disciplinary referrals, suspensions, and drug and alcohol use.

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How the *Positive Action* Model Reforms Schools

Just learning and reciting the *Positive Action* philosophy is not enough. In order to effect comprehensive school reform the philosophy has to be put into action. The *Positive Action* model is all action. It teaches students to *do* positive actions; it doesn't just talk about them.

Positive Action classroom lessons are inclusive and systematic. Positive actions are defined and clearly communicated with stories and activities. Lessons are then reinforced throughout the day and throughout the school. A common awareness of positive behavior emerges in students and teachers alike as they practice the positive actions they are learning.

Everyone in the school quickly sees the benefit of doing positive actions when academic achievement increases, when good character becomes the norm, and when the school environment becomes a safe place for learning.

The philosophy, concepts, and lessons of the *Positive Action* model create a common code of appropriate behavior. From drug-education programs to geography bowls, students learn that doing positive actions causes a good feeling about who they are and what they are doing. Each positive experience is identified as such. Students experience and reinforce the reality that doing positive actions brings positive feelings about themselves, which develops strong character, academic achievement, and physical and emotional well-being.

School becomes meaningful for students because they can now see how education relates to all of life. Teachers benefit, too. The whole school begins to change. When everyone focuses on learning and practicing positive actions, discipline problems are reduced. Fragmentation and distractions are diminished. Every positive activity is identified and reinforced. This reinforcement adds to the program's on-going success and broadening influence. Everyone can concentrate on learning in a safe environment. Whole-school change happens.

In the process, school spirit soars. Family members see a difference in their children and learn how to relate better to one another. Students have the skills to meet challenges and take advantage of opportunities. Positive behavior is more rewarding than negative behavior both in the school and outside of it. This positive reinforcement outside the school adds additional fuel to comprehensive school reform.

The philosophy of the *Positive Action* model is inclusive and universal. Well-organized and readily replicable, the *Positive Action* program has clearly defined roles for parents, families, and members of the community as mentors, role models, cheerleaders, and decision makers. Family and parenting classes, using the text *Positive Actions for Living*, help foster and reinforce positive actions in the home. Community members, school leaders, and parents can also begin to address negative issues in the community that influence student well-being. The cycle of doing positive actions in the school, home, and community becomes self-reinforcing: When the school does better, so does the community; when the commu-

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nity is more positive, so is the school. When parents are enthusiastic, engaged, and lively so are their children.

Characteristics of *Positive Action* for Comprehensive School Reform

The *Positive Action* program is designed to bring about the changes that schools need today. It meets a demanding set of requirements:

- ✓ It is based on a sound philosophy.
- ✓ It is research based, time tested, and proven.
- ✓ It develops the whole child to be and do his or her best.
- ✓ It is comprehensive. It involves everyone: students, teachers, administrators, and support-staff members.
- ✓ It promotes learning and makes school a fun, happy place.
- ✓ It is systematic. Lessons build on and reinforce previously learned concepts at all grade levels.
- ✓ It is replicable and easy to implement, administer, teach, and evaluate.
- ✓ It is logical and universal. It works for all ages, cultures, and learning styles.
- ✓ It gets parents and community involved.
- ✓ It is economical. It costs between 1.8 and 3.1 cents per student per day.
- ✓ It is efficient and effective.
- ✓ It is motivational and worthwhile.
- ✓ It addresses humanness.
  It is both theoretical and practical.

Success Stories for Comprehensive School Reform

The *Positive Action* program has been used in over 7,000 schools for almost two decades. It has a proven track record of increasing student achievement and decreasing negative behaviors. It fulfills the requirements for Title I, Title VI, and Safe and Drug-Free Schools and Communities programs. It is a change agent for comprehensive school reform. *Positive Action* schools win significant national awards, and *Positive Action* principals are recognized as among the most visionary and effective principals in the nation.

The *Positive Action* program has produced statistically significant results in academic achievement, disciplinary referrals, and decreased violence and gang-related activities. It is the premiere program for social and

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emotional learning, prevention mandates, character and self-concept development, and discipline. It has applications for comprehensive health and for guidance and counseling. It has been used in rural and urban schools nationally and internationally.

The *Positive Action* program has a long, enviable record of transforming schools and the people who study and work there. The following profiles are typical of *Positive Action* schools.

Cleveland, Ohio

Valley View Elementary School has been using the *Positive Action* program for four years. Principal Angela Zaccardelli reports that the average achievement-test scores for 1996–97 were 17 percent above the state average and were the highest in the district. Valley View was rated as an Excellent School (one of six out of 120) by Cleveland accountability standards, highest in the Cleveland School District. The fifth-grade students scored 65 percent or better on standardized achievement tests.

In fall 1997 Valley View was named an Excelling School, one of six in the school district. This award is based on very high proficiency test scores and an attendance rate of over 95 percent.

"Attendance equals achievement in our minds," Zaccardelli said, "Absolutely excellent year; best year ever." She also reported only forty-two disciplinary office referrals for the 1996–97 school year.

The school, sitting on the far west side of Cleveland in a residential, blue-collar, working-class area, serves students in grades K–5. It is small, with a high-achieving student body of about 370 students. About 75 percent of the students qualify for free or reduced lunch.

Chesapeake, Virginia

Cedar Road Elementary School first opened its doors in the 1996–97 school year. It serves students in grades K–5 plus eight special-education classes. Principal Colleen Leary implemented the *Positive Action* program at the school's beginning. Minimal time is spent on discipline. Attendance is high. The school serves an academically high-achieving student population with a large percentage of professional parents.

Parent support for the *Positive Action* program is substantial. The PTA is very involved in recognizing children for their positive actions. Students often say that they feel they are being praised for the things they do. Parents say that it's the most positive and caring school they have been in.

Washington, D.C.

The 1997–98 school year was the third year for the *Positive Action* program at Brent Elementary School, a pre-K–6 school. Dr. Lynn Long, principal, brought the program with her from Martin Luther King Elementary School, where she served as vice principal. The program worked so well with children at Martin Luther King that she wanted it for the children at Brent Elementary School.

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Academic test scores have risen. The students are more confident in their ability to learn and to take tests due to an increase in self-concept.

Dr. Long has very few disciplinary problems. Brent Elementary School enjoys a 97 percent attendance rate—up from 94 percent three years ago. Kids like to come to school.

Brent Elementary School, an urban elementary school in Washington, D.C., has a partnership with Senator Jeffords and with the Smithsonian Institute. They take 250–300 students to visit the Senate or the Smithsonian, and there is never a disciplinary problem.

Provo, Utah

Rosemarie Smith, principal of Timpanogos Elementary School in Provo, Utah, is a 1997 recipient of the prestigious Milken Foundation Outstanding Educator Award. The award is based on school performance and reform, on high academic achievement and attendance, on a progressive response to technology and innovation, and on a highly personal endeavor to teach children what they need to know mentally, physically, and emotionally.

"*Positive Action* is one of the programs we've implemented to help our kids. We used it part of last year [1996–97], and so we are into our first full year. We use it as an approach to character education, and that supports both academics and discipline."

Timpanogos teachers are noticing that students are beginning to use *Positive Action* language as they work out problems. Students and teachers use a town-meeting model to talk about issues that come up in their classrooms, and *Positive Action* language is showing up in their "town" meetings.

Lihue, Hawaii

"I think *Positive Action* is a wonderful program. It truly works. The foundation of good learning is having high self-esteem. Everybody should use it," says Ernest Dela Cruz, principal of Elsie H. Wilcox Elementary School in Lihue, Hawaii. Dela Cruz was honored as a National Distinguished Principal, representing the State of Hawaii in special ceremonies in Washington, D.C., in September 1997.

The *Positive Action* program has been at work at Wilcox for at least ten years. Academic achievement test scores indicate steady and sustained growth over the years. *Positive Action* also helps teachers instruct students in making the right choices for behaviors. "We try not to call it discipline," Dela Cruz explained. "We call it making good choices. We don't have very many serious disciplinary problems; we have a good clientele of students. We have over 350 geographical exceptions, which means parents have specifically chosen to put their children in our school. Over a third of our students are here because they want to be. Our attendance is right about 95 percent every day.

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Yonkers, New York

DiChiaro Early Childhood School in Yonkers, New York, is a K–3 public math and science magnet school that serves an urban community. Approximately 325 children are enrolled; parents ballot to have their children to attend this school. The *Positive Action* program has been in place since 1993.

Principal Diane Harkin is enthusiastic and committed to the program. "Students have different attitudes now. They become more responsible learners, more respectful, and more positive in their own way of being themselves. By fostering positive behaviors, children and teachers look for the good in themselves and in one another, and they are proud to report it.

"Our test scores have gone up dramatically. For instance our reading scores were at the 50th percentile in 1994; now we're at the 95th percentile. Our suspension rate has decreased. We used to average twenty-five suspensions a year; now we have about eight. Behavior is better in the classroom. Our teachers report that children are more open to learning and are enthusiastic about coming to school. They are proud of themselves, and they are open to participation. Our attendance runs at 90 percent, up from about 85 percent.

"The tone in the building is positive. There's a really nice feeling when you come in. Our school is a place you want to come to. Children are succeeding in school because of the *Positive Action* program. It doesn't happen overnight, but because we do it day in and day out with the program building over the years, we see attitudes and behaviors changed for the better. When our children go on to the intermediate school, teachers and principals there can pick out our children in the hallways. They are loving, kind, and responsible. Positive behaviors and achievement are the norm for us, not the exception.

"It's just amazing how a program can affect each person in a building, each child, each teacher. *Positive Action* is spilling out to the homes. A program that truly brings about change is rare. It's worth every single second of time, all the money and energy that goes into it. We are going to have some great citizens out there. We'll reap the benefits in society tomorrow. This program really does it; it really works."

Positive Action School Awards

Positive Action schools frequently win national and local awards. Here are some of them:

National Blue Ribbon School

- Broward Elementary School, Tampa, Florida, 1992
- Carl Benner Elementary School, Coatesville, Pennsylvania, 1994
- Vegas Verdes Elementary School, Las Vegas, Nevada
- Pinedale Elementary School, Pinedale, Wyoming

National Drug-Free School

- Clancy Elementary School, Kenner, Louisiana
- Landolt Elementary School, Friendswood, Texas
- Morningside Elementary School, Albany, Georgia

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- Polk City Elementary School, Polk City, Florida
- Ali'iolani Elementary School, Honolulu, Hawaii
- Babson Park Elementary School, Babson Park, Florida

Other

- Meadow Park Elementary School, Port Charlotte, Florida, was one of twenty-three Title I schools identified by the Florida Schools Project "that had a clear pattern of sustained high achievement" based on 1995–95 and 1995–96 data.
- Redbook Best School: Broward Elementary School, Tampa, Florida, 1995
- *Washington Post*'s Excellence in Education Award: Mt. Harmony Elementary School, Calvert County, Maryland, 1993–94 and 1994–95
- Smart School Award (from the Center for Education Leadership at Trinity University in San Antonio, Texas): Spring Meadows Elementary School, San Antonio, Texas (one of 40 chosen from a field of 700 schools)
- George Washington Honor for Economic Education (from the Valley Forge Freedom Foundation): Maybrook Elementary School, Maybrook, New York
- Texas Mentor School: Jackson Elementary School, McAllen, Texas

Positive Action Individual Awards

Positive Action educators have received many awards. A few of them follow:

National Distinguished Principal

- Ernest Dela Cruz, Elsie H. Wilcox Elementary School, Lihue, Hawaii, 1997
- James M. Dimock, Parkview Elementary School, Chippewa Falls, Wisconsin, 1997
- Gylde Fitzpatrick, Poplarville Upper Elementary School, Poplarville, Mississippi, 1997
- Diane Trisko, Elton Hills Elementary School, Rochester, Minnesota, 1997
- Patricia Rylander, Manchester Community School, Port Orchard, Washington, 1997
- Beverly DeMott, Broward Elementary School, Tampa, Florida, 1993
- Tony Cimorelli, Maybrook Elementary School, Maybrook, New York, 1992
- Dr. Carla Steinforth, Pat Bendorf Elementary School, Las Vegas, Nevada

Other

- Milken Outstanding Educator Award: Rosemarie Smith, principal, Timpanogos Elementary School, Provo, Utah
- Member of Governor's Task Force on Self-Esteem: Joe Fisher, counselor, Mt. Harmony Elementary School, Calvert County, Maryland, mid-1990s

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- President of the Texas Elementary Principals and Supervisors Association: Gretchen Ricker, principal, Koennecke Elementary School, Seguin, Texas
- All Arizona Superintendent: Agustin Orci, superintendent, Tempe Elementary School District, Tempe, Arizona (all 18 elementary schools were using the *Positive Action* program)

Reviews

These reviewers have looked at the *Positive Action* program and have found it to be workable and effective.

Youth Today, March/April 1996, "Fun Stuff"

"The *Positive Action Family Kit* was designed by Carol Gerber Allred in 1992 at the urging of parents looking for more in-depth ways to focus the entire family on learning and practicing positive actions together. The kit is certainly worth a look from anyone interested in encouraging positive behavior in the home. A member of the extensive and quite impressive *Positive Action* series, which includes versions for teachers and counselors, the kit is a conglomerate of detailed activities and games that the entire family will enjoy and can participate in. It provides positive learning activities in the areas of body, mind, feelings, managing resources, getting along with others, honesty, and self-improvement. The manual is very well organized with easy-to-understand instructions and is filled with creative and meaningful activities. The *Family Kit* also comes complete with games, cards, a *Positive Action* cassette tape with songs—everything needed to help your family learn how to feel good about themselves and others and create a positive home environment. A must!"

Favorites (Reviewed by Susan Freedman, parent and educator. Contributing Writer to *Favorites*, the Booklover's Newsletter.)

"*Positive Action* is essential for future generations. I discovered myself being inspired and motivated by the basic positive principles it incorporates, such as self-worth, trustworthiness, and responsibility. Its promotion of a clean and health lifestyle could only lead toward happy and independent children with the capability of making good choices throughout their lives. The program is so well planned, thorough, and consistent that success would be inevitable. It is well worth the effort."

California Schools, Winter 1995, "Building Positive Emotions"

"Children often face hardships in their lives. We hear many stories about dysfunctional families, abusive parents, and every-increasing violence in our society. It's tough to understand how a child can adopt a positive outlook when negative events enter their lives.

"However, anything's possible through an innovative program that teaches children how to handle their emotions, says Clark Merrill, principal of Whittier Elementary School in the Hemet Unified School District in Riverside County. The *Positive Action* program teaches students how to deal with problems in their everyday lives and how to do their best in all of life's situations.

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"Merrill gives an example of one student in his school whose parents told her they were getting divorced. The following day you would have expected her to be depressed and unhappy in school, Merrill says. But she showed up with a smile on her face. She told him she chose to look at the positive from the situation—she will have two sets of parents instead of just one.

"'You can't teach kids anything until their head is screwed on straight,' Merrill says. 'Through this program, kids have a chance to deal with everything that's happening in their lives.'

"'Students can make choices to act in a positive way or negative way,' says Carol Allred, president and developer of the program. 'You have to bring them the skills to manage their emotions so they can make their own decisions.'

"Thirteen years ago in Idaho, Allred began the *Positive Action* program and it has since been used in over 7,000 schools in every state in the nation. The program even offers parents a way to teach their children how to develop the skills to handle their emotions through a new *Positive Action Family Kit.*"

***Character Education in U.S. Schools: The New Consensus*, 1996**

"The Positive Action Company assesses effective character education strategies in homes and schools. It produces the *Positive Action Family Kit* structured to help families identify and do commonly accepted positive actions. The kit helps parents apply positive actions in their roles, develop positive home environments, family self-concept, and community by concentrating on physical, intellectual, and emotional positive actions. Its materials include a lesson manual and activity materials.

"The *Positive Action* curriculum includes approximately 140 child-centered daily lessons each for grades K–6 and about 80 lessons each for grades 7 and 8. The lessons teach and reinforce skills while also motivating children to take positive actions in developing responsibility for their own behavior, getting along with others, goal setting, and both physical and intellectual health. Each teacher receives a kit that includes a manual with age-appropriate lessons and materials for 30 students."

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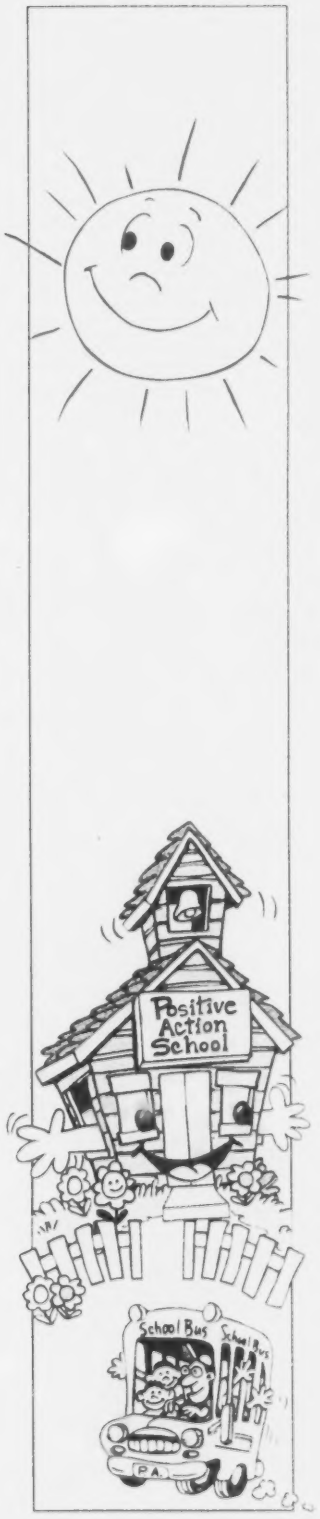
Research and Evaluation Base



The *Positive Action* model is the result of years of scientific research and evaluation. In its earliest incarnation the program was a high-school elective designed to provide young people with positive, effective methods of social and emotional learning and thus better prepare them for adult life.

As the subject of a doctor of philosophy dissertation, the *Positive Action* philosophy, concepts, and practices were thoroughly evaluated and the statistically significant outcomes were well documented. *Positive Action* schools, nationally and internationally, have evaluated the program for over twenty years.

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Research and Development

The *Positive Action* program was originally conceived and taught by Carol Gerber Allred as a high-school social-studies elective class. After three years it came to the attention of the Idaho Youth Commission. The members of that body believed that younger students would also benefit from the philosophy and concepts of *Positive Action*. In November 1977 the Youth Commission provided funds for Dr. Allred to develop *Positive Action* as an elementary-school program. This project lasted five years with funding from the Department of Juvenile Justice, U.S. Department of Health and Human Services.

The development project took place in two Twin Falls, Idaho, elementary schools. The treatment school was selected because its students consistently ranked the lowest in the district on achievement tests and consistently displayed the most social and behavioral problems. It also had the highest percentage of economically disadvantaged students in the district.

The control school students usually ranked in the district's top half on standardized achievement tests. This school had one of the smallest populations in the district of students who qualified for Chapter 1 and free and reduced school lunch.

Specific goals for development were established for each year, and the program was independently evaluated at the end of each year. Ten noted evaluators in self-concept and attitude measurement were involved in designing and conducting evaluation strategies for the *Positive Action* program. They included faculty members from Brigham Young University, Temple University, Washington State University, Utah State University, the College of Southern Idaho, and Boise State University.

By the end of the fourth year, a curriculum had been written for each grade level from first grade through sixth grade. The *Positive Action* unit concepts as they exist today were established during that year.

At the start of the fifth year, the program was replicable and ready for piloting in the field. Five other schools, four in Idaho and one in Nevada, were selected for this process. They represented rural, suburban, and urban environments and included students from a wide variety of backgrounds and socioeconomic groups.

The *Positive Action* curriculum was revised based on weekly evaluations from teachers in the pilot schools as well as on evaluations completed at the conclusion of every year.

Research Evaluation Results

As the *Positive Action* program was being developed it was subjected to rigorous annual evaluations. These evaluations were conducted independently by teams of evaluators.

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Evaluation

Summary of *Positive Action* Curriculum Evaluation Data: 1977–1982

Positive Action researchers found themselves concurrently involved in the evolution of self-concept measurement as well as curriculum development. All of the problems normally associated with attitudinal assessment were encountered in the project. Every year the evaluation design varied to account for weaknesses discovered in previous designs. Over the years it was recognized that there was no sure way to measure self-concept and all its subtleties. Gage (1978), who had obviously had similar experiences, said it well:

> So far as I know, the invulnerable piece of research in the field of the behavioral sciences is non-existent. Seldom does a research worker anticipate all possible criticism. And the problems of doing research in the schools may in any case undo his sophistication.
>
> Thus the path to increasing certainty becomes not a single excellent study that is nonetheless weak in one or more respects, but the convergence of findings for many studies that are also weak but in different ways. The dissimilar or nonreplicated weaknesses leave the replicated findings more secure. When the studies do not overlap in their implications, the research synthesizer can begin to build confidence in those implications. (Gage, 1978)

From 1977–1982, ten noted evaluators in self-concept and attitude measurement were involved in designing and conducting evaluation strategies for the *Positive Action* program. These included Milford Cottrell, Ed.D., Educational Administration, Brigham Young University; Leland Hendrix, Ph.D., Statistics and Educational Research, Brigham Young University; Leona Akins, Ph.D., Statistics and Research, Temple University; Robert Emerick, Ph.D., National Institute of Drug Abuse Evaluation Consultant; Sandra Gillam, Ph.D. in progress, Washington State University; James Shaver, Ed.D., Educational Research, Utah State University; Cal Butler, Statistics, Ph.D., College of Southern Idaho; James Thurber, Ph.D., Boise State University; Don Stephenson, Ed.D., Psychology, College of Southern Idaho; Ben Pratt, M.S. Math, College of Southern Idaho; and personnel of the Brigham Young statistical laboratory.

Typical self-concept measurement approaches used were pencil and paper self-report instruments. Regardless of the apparently successful findings, the conclusions were cautious. Since statistical evaluations do not determine cause, *Positive Action*'s role in evaluation results could only be inferred. Also, because schools are not laboratory settings, it is difficult to control all the variables. Over the course of the years, at least twelve different variables were incorporated into the experiment. Some were retained throughout the duration of the research, and others were deleted when they proved unusable for various reasons. In the area of behavioral measurement, for example, a number of variables, such as student misbehavior, were dropped because of poor, inconsistent, or laborious record keeping involved on the part of school personnel. The burden created by improving the reporting system would have been counterproductive.

The *Positive Action* project proved to be as great an experiment in self-concept measurement as it was in program development. Pre and post tests were administered fall and spring to students in the treatment and

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control school on self-concept and achievement variables. Additional summative information was acquired from opinionnaires sent to teachers, parents, students, and administrators in the spring. Formative evaluation increased every year through the fifth year, until teachers in the five pilot schools were returning evaluation forms to the *Positive Action* staff every week on each lesson taught. Formative evaluation in many respects proved more valuable for curriculum improvement.

The evaluation results for those four years do not represent the effects of a complete and fully developed program. It is not a four-year longitudinal study of the *Positive Action* program in its present state. Data results of these years were used primarily to develop better evaluation methods and to improve and refine program curriculum as well as to determine efficiency.

The research component of *Positive Action*, which was operant from the beginning in 1977, had several audiences for which it was prepared. They included:

1. The Idaho Youth Commission, which dispersed and monitored the state funds from the United States Department of Justice for juvenile delinquency prevention and which awarded *Positive Action* developmental grants;

2. The Governor of the State of Idaho, John V. Evans, who had personally solicited the project;

3. The Idaho Department of Health and Welfare, Bureau of Education and Risk Reduction, which dispersed and monitored corresponding funds from the National Center for Disease Control in Atlanta, Georgia, and which also awarded *Positive Action* developmental grants for prevention of alcohol abuse and smoking;

4. The Twin Falls, Idaho, School District Board of Trustees and administration;

5. Other educational institutions interested in adopting *Positive Action*.

Evaluation 1977–78

Evaluation 1977–78 was independently conducted by the College of Southern Idaho evaluation team: Don Stephenson, Ed.D., Psychology; Cal Butler, Ph.D., Statistics; Professor Ben Pratt, M.S. , Computer Science. The first-year project activity began in January of 1978 and lasted approximately four months before the evaluation was performed. It was a project solicited by Governor John Evans in 1977 in an effort to initiate prevention education for juvenile delinquency. The rationale for the project was that it was appropriate to attack the root of juvenile delinquency—a poor self-concept—before delinquent behavior was displayed. In response to this approach to juvenile delinquency prevention, the Twin Falls *Positive Action* program for elementary-school children was conceived and put into effect. It was the goal of the project to teach positive life-adjustment skills in order that students would become more effective in making personal decisions affecting themselves and their relationships with parents, teachers, peers, and the community. The overall result of this effort would be an improved self-concept. The experience of the first year proved beneficial in providing experience with various self-concept

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instruments and program activities as well as demonstrating some effectiveness of the program.

Two areas of improvement resulting from the intervention of *Positive Action* in 1977–78 were student self-concepts and absences/tardies. The scores from the *Primary Self-Concept Scale* were used to determine level of success in achieving the goal of 60 percent of the students increasing in self-esteem by 15 percent, as shown in Table 1. The data indicate that 30.2 percent of the students raised their self-esteem 15 percent or more as measured by the *Primary Self-Concept Scale* at the treatment school, while the control group at the neighboring school had 21.7 percent of its students increase 15 percent or more.

Table 1

Measured Performance on *Primary Self-Concept Scale*

Treatment School A
Twin Falls, Idaho
Grades 1–3 1977–78 N=192

	Positive Change		No Change	Negative Change	
Grade	15% or More	14%	0%	15% or More	14%
1	21	8	9	20	6
2	12	11	13	18	8
3	25	8	9	14	10
Total	58	27	31	42	24
Percent	30.2	14.1	16.1	27.1	12.5

Another control group, composed of two first grades, one second grade, and one third grade which did not participate in *Positive Action* at the treatment school, were examined to see how they compared with the treatment group at School A. The results are tabulated in Tables 2 and 3. The non-participants in *Positive Action* in the treatment school showed 21.7 percent of their students improving 15 percent or more, while the *Positive Action* participants achieved 30.2 percent.

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Table 2

Measured Performance on *Primary Self-Concept Scale*

Control Group, School B
Twin Falls, Idaho
Grades 1–3 1977–78 N=267

	Positive Change		No Change	Negative Change	
Grade	15% or More	14%	0%	15% or More	14%
1	20	21	21	24	17
2	18	7	13	27	12
3	20	11	21	24	11
Total	58	39	55	75	40
Percent	21.7	14.6	20.6	28.1	15

Table 3

Measured Performance on *Primary Self-Concept Scale*

Treatment School A, Nonparticipants in *Positive Action*
Twin Falls, Idaho
Grades 1–3 1977–78 N=76

	Positive Change		No Change	Negative Change	
Grade	15% or More	14%	0%	15% or More	14%
1	8	5	13	8	7
2	7	2	2	6	2
3	1	2	3	6	4
Total	16	9	18	20	13
Percent	21.7	11.8	23.7	26.3	17.1

Further analysis comparing the percent of students at the treatment and control schools, who increased their self-concept scores, showed that 8.5 percent more of the students at the treatment schools reached the criterion of 15 percent or more increase in self-concept.

Application of the Z-test to this difference shows the difference between the two groups is significant at the .025 level of confidence. This is statistically significant. These results give reason to believe that *Positive Action* was having a positive effect on self-concept.

The results of the data shown in Table 4 demonstrate the *Positive Action* objective to decrease both absences and tardies in the treatment school. While the intervention occurred in the second semester, the first semester absences and tardies were compared and used as a control group. Both the control and treatment schools experienced increased absenteeism in the second semester. However, the rate of increase for the treatment school was considerably less than for the control school. In the

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case of tardies, the treatment school experienced a real decline in tardies, while the control school had a dramatic increase in tardies.

Table 4

Absences and Tardies
Treatment School A and Control School B
Twin Falls, Idaho
Grades 1–6 1977–78

		Absences*		Tardies*	
School	N	1st Semester	2nd Semester	1st Semester	2nd Semester
School A	191	3.37	3.60	.393	.346
School B	98	2.84	4.27	.043	.161

** Average per student.*

Evaluation 1978–79

Evaluation 1978–79 was independently conducted by College of Southern Idaho evaluation team: Don Stephenson, Ed.D., Psychology; Cal Butler, Ph.D., Statistics; Professor Ben Pratt, M.S., Mathematics. In the 1978–79 evaluation, improvement was noted in two areas: self-concept and reading. In self-concept, improvement was demonstrated in the treatment school. Table 5 indicates mean scores with an increase at a significant level (.0003) in the treatment school.

Table 5

Mean Increases in Self-Concept
Schools A and B
Twin Falls, Idaho
Grades 1–6 1978–79

	Treatment School A		Control School B	
Grade	N	Mean	N	Mean
1	81	5.901	88	.602
2	93	.913	99	1.212*
3	59	.339	73	.356
4	63	2.794	90	.978
5	71	1.070	72	1.167
6	80	3.337	46	.065
Total	446	2.469*	468	.688*

**Analysis of variance produces a level of significance at .0003.*

Table 6 reveals percentage increase in the treatment school and decrease in the control schools. It was evident from the data that the intervention program did produce the desired result of enhanced self-concept for 32.7 percent of the students, grades one through six. The percentage of students experiencing improved self-concept was over 10 percent more

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than in the control school and, in three of the six grades, was double or more.

Table 6

Comparison of Increase in Measured Self-Concept (Increase of 15% or More)
Schools A and B
Twin Falls, Idaho
Grades 1–6 1978–79

	Treatment School (N=446)		Control School (N=468)	
Grade	N	%	N	%
1	43	53.1	24	27.3
2	24	26.1	25	25.2
3	7	11.9	12	16.4
4	27	42.8	20	22.2
5	10	14.1	17	23.6
6	35	42.5	8	17.4
Total	146	32.7	106	22.6

Analysis of the data supported the view that more students would increase their self-concept in the treatment school. It likewise reduced the percentage of students who experienced a decrease in self-esteem.

Table 7 provides a double comparison, one showing the difference in both increased self-concept and decreased self-concept for experimental and control schools, as well as for the two test years under review, 1977–78 and 1978–79.

Table 7

Increases and Decreases in Self-Concepts of Students
in School A (treatment and control) and School B (control)
Twin Falls, Idaho
1977–78 and 1978–79

	Experimental Groups			Control Groups*		
Year	N	+15% or more	−15% or more	N	+15% or more	−15% or more
1977–78	192	30.2	27.1	267	21.7	28.1
				76	21.1	26.3
1978–79	446	32.5	11.4	468	22.6	16.5

** Control Groups includes the control school and the control group within the treatment school.*

Table 8 provides a comparison of mean improvement in reading for grades two and four for the control and treatment schools. The *Iowa Test of Basic Skills* was the testing instrument used to determine improvement

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in reading. The improvement in reading skills at the treatment school is highly significant and indicates that an enhanced self-concept has a positive impact on reading performance.

Table 8

Reading Mean Scores
Schools A and B
Twin Falls, Idaho
Grades 2 and 4 1978–79

	Treatment School A		Control School B	
Grade	N	Mean	N	Mean
2	78	22.346	53	5.773
4	76	19.658*	65	5.400

**Analysis of variance produces a level of significance at .0001.*

Evaluation 1979–80

Evaluation 1979–80 was independently conducted by Milford Cottrell, Ed.D., Department of Educational Administration, Brigham Young University. The 1979–80 evaluation indicated *Positive Action* was having a significant impact on the number of juveniles being booked by law enforcement officers. The measurement involved students from Schools A and B during three calendar years, 1977, 1978, 1979, and 1980 to June. Table 9 depicts the comparison including the percentage of contacts measured by dividing treatment school student contacts with recorded control school contacts. During the three years in question, the percentage for the treatment school dropped from 442.9 to 25. Such a sustained decrease indicated that *Positive Action* was significantly affecting the negative social conduct of treatment school students.

Table 9

Number of Students Booked by Law-Enforcement Officials
in 1977, 1978, 1979, and to June 1980

Year	Treatment School	Nontreatment School	%*
1977	31	7	442.9
1978	18	9	200.2
1979	10	15	66.6
1980	2	8	25.0

** Treatment-school frequency divided by control-school frequency.*

A second area which indicated that *Positive Action* was proving effective was measured by favorable parent response to the program. Table 10 shows the questionnaire distributed to parents and their tabulated responses.

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Table 10

Parent Attitudes toward the *Positive Action* Program
in the Twin Falls, Idaho, School District
1979–1980

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. My child seems well adjusted to life and life's problems.	64	35.26	107	58.79	8	4.40	1	0.55	2	1.10
2. My child is happy most of the time.	67	36.81	108	59.34	5	2.75	1	0.55	1	0.55
3. The school should teach life-adjustment skills.	76	41.76	81	44.51	11	6.04	7	3.85	7	3.85
4. Having a counselor in the elementary schools is a justifiable way to spend tax dollars.	77	42.31	81	44.51	17	9.34	4	2.20	3	1.65
5. The school curriculum should include skill development in how to get along with others.	97	53.30	71	39.01	10	5.49	2	1.10	2	1.10
6. The school curriculum should include instruction on positive self-concept.	95	52.20	69	37.91	10	5.49	3	1.65	5	2.75
7. The Lincoln School has a good program in life-adjustment skills.	42	33.08	85	46.70	15	8.24	6	3.30	34	15.68
8. A noted philosopher has said, "In our schools we teach people how to make a living, but we don't teach them how to live." I _____ with his statement.	41	22.53	91	50.00	33	18.13	7	3.85	10	5.49
9. The school has enough to do to teach the basics. Life-adjustment skills should be left to the home, church, and/or other agencies.	17	9.34	19	10.44	88	48.35	47	25.82	11	6.04
10. I am very much aware of the amount of life-adjustment skills being taught in the Lincoln School.	20	10.99	69	37.91	58	31.87	19	10.44	16	8.79
11. I would like to know more about the goals and objectives of the life-adjustment program at Lincoln School.	56	30.77	102	56.04	6	3.30	2	1.10	16	8.79

Nearly 75 percent of the respondents were mothers, while 15 percent of the parents responded jointly. Several responses had particular importance for *Positive Action*. First, the question of whether life-adjustment skills should be an instructional component in the elementary curriculum was answered affirmatively by over 80 percent of the parents. This percentage seems remarkably high given the conservative political and social temper of the community. To the more precise question of whether "the school curriculum should include skill development in how to get along with others," 92.3 percent of the parents agreed. The favorable response to the parent's questionnaire revealed a high degree of public support for a self-concept life-adjustment curriculum which encouraged both the school district in continuing its support of *Positive Action* and the staff to continue improving the curriculum.

Another area where improvement in the treatment school was observed concerned student attitudes measured by a semantic differential involving eight items. The eight items included: "me," "adults," "school," "learning," "my friends," "my teacher," "caring is contagious," and "stu-

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dents at this school." Students selected from given responses with bipolar adjectives found on each end. The semantic differential instruments produced evidence that self-concept and attitude toward self, school, and others in the treatment school was significantly more positive than in the nontreatment school.

Evaluation 1980–81

Evaluation 1980–81 was independently conducted by Milford Cottrell, Ph.D., Department of Educational Administration, Brigham Young University. The evaluation for the academic year 1980–81 revealed some improvement in self-concept for the treatment school as measured by the *Piers-Harris Self-Concept Scale for Children.* Though the results of the instrument were not conclusive in determining general efficiency of *Positive Action*, significant differences favored only treatment grades. Grades two, three, and five recorded significant differences in both Analysis of Variance and Covariance. Table 11 provides the complete results of the *Piers-Harris* test including measurement of the treatment school against two non-treatment schools.

Table 11

Analysis of Variance and Covariance Comparison on Piers-Harris Test Results
Treatment School vs. Nontreatment 1 and Nontreatment 2 Schools
Twin Falls, Idaho, School District
Grades 1–6 1980–1981

		School Means				School Means			
Grade	Method	Treatment	Nontreatment 1	F	P	Treatment	Nontreatment 2	F	P
1	Anovar	26.35	27.89	3.49	N.S.	26.35	24.91	3.07	N.S.
	AnoCover					28.25	26.14	0.89	N.S.
2	Anovar	28.95	28.78	0.11	N.S.	28.95	27.92	0.08	N.S.
	AnoCover	30.61	29.54	0.52	N.S.	29.77	28.81	0.37	N.S.
3	Anovar	30.68	26.53	9.19	0.01	30.68	28.49	0.01	N.S.
	AnoCover	32.80	29.76	7.21	0.01	30.67	29.85	0.56	N.S.
4	Anovar	28.73	28.79	0.00	N.S.	28.73	28.79	0.00	N.S.
	AnoCover	31.56	31.49	0.00	N.S.	28.57	30.35	2.06	N.S.
5	Anovar	30.64	28.29	7.03	0.01	30.64	31.57	3.24	N.S.
	AnoCover	31.65	31.22	0.15	N.S.	30.92	30.07	1.29	N.S.
6	Anovar	28.53	30.08	1.83	N.S.	28.53	28.43	0.41	N.S.
	AnoCover	30.22	31.38	1.04	N.S.	28.69	29.31	0.17	N.S.

Parent questionnaires for 1980–81 indicated significantly enhanced awareness of *Positive Action* and the role it was playing at the treatment school. It was observed that only 15 percent of the parents jointly completed the questionnaire in 1979–80, while 31 percent of the parents cooperated in its completion in 1980–81. Parents willing to attend classes

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on *Positive Action* to assist their children in the curriculum increased from 59 percent to 71.4 percent. Parental willingness to volunteer assistance in support of the curriculum increased from 29.6 percent to 45 percent. Perhaps the most significant increase regarding parents' attitudes toward *Positive Action* occurred between 1979–80 and 1980–81, when the percentage of parents attributing their understanding of the program to their children rose from 35 percent to 57.1 percent.

Enhanced parent understanding and willingness to support *Positive Action* are indicated by the complete results of the questionnaire as found in Table 12. The possible responses were: Strongly Agree, Agree, Disagree, and Strongly Disagree.

Table 12

Parent Attitudes toward the *Positive Action* Program

Twin Falls, Idaho
1980–1981

Descriptive Adjectives		1		2		3		4		Mean	x	P
		No.	%	No.	%	No.	%	No.	%			
Well-Adjusted Child	Treatment	11	26.20	29	69.10	2	4.80	0	0.00	1.79		
	Total	29	25.40	76	64.90	7	6.10	2	1.20	1.81	1.00	N.S.
Happy Child	Treatment	15	35.70	27	64.30	0	0.00	0	0.00	1.64		
	Total	3	34.20	67	58.80	6	5.30	0	0.00	1.68	0.50	N.S.
Life-Adjustment Skills	Treatment	25	59.50	12	28.60	3	7.10	1	2.40	1.50		
	Total	54	47.40	50	43.90	4	3.50	3	2.60	1.56	1.30	N.S.
Spending of Tax Dollars Justifiable	Treatment	25	59.50	9	21.40	3	7.10	1	2.40	1.33		
	Total	48	42.10	46	40.40	11	9.70	2	1.80	1.59	0.15	N.S.
Skills Development	Treatment	23	54.80	16	38.10	3	7.10	0	0.00	1.52		
	Total	57	50.00	51	44.70	4	3.50	0	0.00	1.50	2.50	N.S.
Positive Self-Concept	Treatment	23	54.80	14	33.30	3	7.10	2	4.80	1.62		
	Total	53	46.50	50	43.90	5	4.40	2	1.80	1.54	3.50	N.S.
Good Life-Adjustment Skills Program	Treatment	20	47.60	13	31.00	6	14.30	0	0.00	1.52		
	Total	36	31.60	54	47.40	12	10.50	1	0.88	1.96	0.43	N.S.
Noted Philosopher	Treatment	11	26.20	16	38.10	9	21.40	2	4.80	1.86		
	Total	24	21.10	51	44.70	27	23.70	4	3.50	1.96	0.0025	N.S.
Teaching the Basics	Treatment	3	71.00	3	7.10	24	57.10	11	26.20	2.98		
	Total	5	4.40	13	11.40	65	57.00	27	23.70	2.93	0.14	N.S.
Awareness of Life-Adjustment Skills Taught	Treatment	9	21.40	23	54.80	5	11.90	2	4.80	1.86		
	Total	20	17.50	52	45.60	28	24.60	6	5.30	2.04	5.65	0.02

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Parent Attitudes toward the *Positive Action* Program

Twin Falls, Idaho
1980–1981

Descriptive Adjectives		1		2		3		4				
		No.	%	No.	%	No.	%	No.	%	Mean	x	P
Goals and Objectives of the Life-Adjustment Program	Treatment	14	33.30	24	57.10	2	4.80	0	0.00	1.62		
	Total	28	24.60	65	57.00	12	10.50	0	0.00	1.70	2.64	N.S.
Students Feel Better about Themselves	Treatment	20	47.60	13	31.00	4	9.50	2	4.80	1.57		
	Total	39	34.20	55	48.30	6	5.30	3	2.60	1.57	3.50	N.S.
Help for the Child	Treatment	18	42.90	13	31.00	4	9.50	2	4.80	1.52		
	Total	34	29.80	46	40.40	8	7.00	5	4.40	1.49	0.25	N.S.
Attendance at a *Positive Action* Class	Treatment	30	71.40	10	23.80	0	0.00	0	0.00	1.19		
	Total	72	63.20	29	25.40	0	0.00	0	0.00	1.14	0.45	N.S.
Interested in Being a Volunteer	Treatment	19	45.20	17	14.50	0	0.00	0	0.00	1.26		
	Total	35	30.70	64	56.10	0	0.00	0	0.00	1.43	7.51	0.01

Evaluation 1981–82

Evaluation 1981–82 was independently conducted by James Shaver, Ed.D., Department of Education, Utah State University and the Wasatch Institute for Research and Evaluation. *Positive Action* was replicated in four Idaho schools for that year: Blackfoot, Eden, Boise, and Coeur d'Alene. Empirical data were not available to the evaluator for that year since program evaluation funding was not available until the end of the year.

Shaver's evaluation consisted of on-site visits to all replicated schools. Following is the Executive Summary of the 1981–82 evaluation:

> This report is based on observations from on-site visits to four Idaho elementary schools in which the *Positive Action* program is being used. Three of the schools were at the end of November of the school year; the fourth school was at the end of its second year of Program use, but implementation had been less satisfactory than in the other schools. Interviews with principals, teachers, students, parents, and occasionally other school staff constitute the primary source of data for the report, along with observations of the schools in operation. The evaluator was unfamiliar with the Program when contacted to do the site visits, approached the task with no prejudgments about the program, and maintained independence while informing himself about the Program prior to initiation of the site visits.
>
> Several findings emerge for the data gathered during the site visits. Teachers found the *Positive Action* materials to be easy to use and generally implemented them with a high degree of fidelity. Teachers had been encouraged to adapt the lessons to their classrooms and teaching styles. Most adaptations that were reported, such as teaching two lessons in one day or spreading a lesson over more than one day, were the type of implementation adjustments anticipated by the project and viewed by teachers as strong, positive attributes of the Program.

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Enthusiasm for the program was high among teachers, students, principals and other staff, and parents. Except in the school where implementation had been less than satisfactory, all teachers were at least moderately enthused, and most were very enthused. Students generally liked the Program, and would like to be in it next year. All principals were enthused, as were all parents interviewed. With the exception of some initial reactions to information at one site, no negative reactions by parents were reported.

The perceived effects of the Program were the major sources of enthusiasm for teachers, students, principals, and parents. Teachers liked the usability of the lessons, the specificity given to self-concept, and the suggestions for daily teaching of the specifics; but they were particularly pleased by perceived changes in student language, thought, and behavior. Students' self-awareness and conduct were reported as improved. In many instances, teachers also reported that the program had impacts on them as they taught it. Students found the activities to be interesting and also were often enthused about their own applications of the concepts at school and at home. Principals reported appreciating the language from the Program that could be used schoolwide by themselves, teachers, and students to discuss behavior. They also perceived reductions in behavior problems referred to them by teachers. Parents were enthused about the purposes of the program, their children's application of concepts at home, and perceived changes in school atmosphere.

The Program also appeared to be readily adoptable. Many teachers thought an overview of the Program was all that would be needed, along with the individual lessons, for the Program to be implemented.

In summary, (1) the Program was implemented well, despite some variation in use and with the exception of one site; (2) users reported the Program to be effective and were generally enthusiastic about it and about its prospects for increased effectiveness over years of use; and (3) the Program is a readily exportable (replicable) program, but one which should be adopted with careful attention to teacher and principal consensus and to obtaining sufficient, if minimal, assistance in implementation.

Positive Action Curriculum Development

During the early years of the program, *Positive Action* was transformed from a curriculum heavily reliant on in-service to one in which materials and lessons were designed for easy teacher use. At first the *Positive Action* staff focused on training teachers to understand self-concept and the principles, concepts, and skills associated with its enhancement. With this information in hand, teachers were to present specific concepts and skills in the classroom through lessons they had developed and prepared on their own.

As a result of evaluation data and teacher feedback, the focus shifted in 1980–81 to the need for a more systematic approach. From that time on *Positive Action* has grown toward being a completely developed curriculum with fully constructed lessons which are sequenced and scoped according to the logic of *Positive Action* theory. During this process it has become evident that providing teachers with a series of complete lessons and instructional materials while maintaining well-defined limits on the concepts to be presented insures greater, more consistent use of the pro-

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gram by participating teachers. This, in turn, insures greater program effectiveness.

What follows, then, is a description of the development of *Positive Action* curriculum from 1977 to the academic year 1982–83. The description is divided in to nine parts: (1) purpose statements, (2) theoretical consistency, (3) sequencing, (4) scoping, (5) teachers' scripts, (6) program-specific original materials; (7) teaching strategies and activity, (8) instructional materials; (9) review and evaluation lessons, and (10) review units.

Purpose Statements

In *Positive Action*'s early years, 1977–78 and 1978–79, neither individual lessons nor specific purpose statements existed. Participating teachers simply were provided with one concept each week, suggested strategies for introducing and reinforcing that concept, and a list of materials for use through the *Positive Action* office. By 1979–80 it was obvious that more clearly articulated lesson objectives were essential to the program's success, along with more specific lesson plans. Because the unit titles, which had been in use since the program's beginning, contained the general principles of *Positive Action* theory and philosophy, the concepts and skills appropriate to each principle became the bases for purpose statements and lessons. Daily lesson plans, each with its own specific purpose statement, took the place of the less developed weekly concept. Approximately 140 purpose statements were developed during that third year, allowing teachers to introduce and reinforce many more than one skill per week.

Theoretical Consistency

The general principles of *Positive Action* theory and philosophy have been the guiding force of the program since its beginning. During the first three years, concepts and skills were developed and included in the program which would allow participants to attain competence in the positive actions associated with each of the principles. Although purpose statements and lessons have evolved, been revised, or added to the curriculum through 1983–84, the majority were developed in 1979–80 and 1980–81. From the beginning, one of *Positive Action's* assumptions was that the curriculum should be theoretically based, therefore, the staff was careful to maintain theoretical consistency in purpose statements and to develop lessons which accurately represented the theory. During the years in which the majority of concepts and skills were identified, the program staff, including the program director, secretary, and two full-time and two part-time curriculum specialists, met once weekly to plan the following week's lessons, to develop purpose statements for those lessons, and to establish theoretical consistency in both.

Sequencing

Because they reflect the general principles of *Positive Action* theory, the sequence of units was established from the first. The theory's logic determined the order of the units, as follows:

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Unit 1—Self-Concept: Its Definition, Formation, and Importance. Since the first part of the theory established that the curriculum's purpose is to teach the *Positive Action* theory of how to feel good about yourself, it is essential to orient students to the language of self-concept and to raise their awareness of their own self-concepts, specifically of self-concept formation and importance.

Unit 2—Physical and Intellectual Positive Actions for a Healthy Self-Concept. In order to fully understand the nature of self-concept, it is necessary to acknowledge that it involves the whole person: physically, intellectually, and emotionally. Further, it is necessary to understand that these three domains of human experience must be integrated and balanced if a healthy self-concept is to be achieved. Finally, because the emotional domain is the single area not systematically taught in schools at the present time, it is necessary to understand the program's focus on emotional positive actions. Unit 2 also contains the positive actions of the physical and intellectual domains.

Unit 3—Managing Yourself Using Emotional Positive Actions. Unit 3 begins the description of positive actions for the emotional domain. Once an individual understands the nature of his self-concept, its components, importance, and formation, he must take control of his own life. This part of *Positive Action* theory and this unit describe the nature of self-management and those areas of human life to which it applies. They also establish that each person is responsible for himself and his behavior and outline the ways such responsibility may be manifested.

Unit 4—Getting Along with Others Using Emotional Positive Actions. It follows that after self-management is achieved and an individual is controlling his behavior, he will be ready to learn how to get along well with others. By learning how to create positive relationships, the individual removes a stumbling block and frees himself to make life decisions and set goals.

Unit 5—Telling Yourself the Truth. Self-honesty prepares the individual for self-improvement. When he looks at himself realistically, realizes his strengths and weaknesses, and faces the world in a realistic manner, he is ready to set goals for himself to improve in each domain of his experience. He can then channel his energies toward developing a healthier, stronger self-concept.

Unit 6—Improving Yourself Continually Using Positive Actions. Once an individual has become proficient in each of the steps outlined in *Positive Action* theory, he knows what he must do to feel good about himself and is ready to decide how to use that knowledge. He must realize the importance of continued self-improvement in all three domains. Once that relationship is established, the individual is ready to set goals and to learn how to reach them.

Scoping

Scoping developed slowly. The curriculum moved from being a single set of concepts for all grade levels, with scoping provided by individual classroom teachers, to a larger effort in the third year, with one set of lesson plans for the three lower grades and another for the three higher grades. It was apparent that children would have the same lesson for three

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years under the new system. In the fourth year separate lessons were developed for each grade level, one through six, with approximately twenty lessons for each of seven units. This effort, undertaken to avoid repetition and maintain student interest through grade-appropriate materials, was accomplished by the *Positive Action* staff, hired for their expertise in different grade levels. They sought input from teachers who confirmed appropriate leveling for different grades of strategies developed by the staff. Despite their conscientious work, much of the material appeared the same on all grade levels due to the sheer volume of the materials and the lack of manpower. In the fifth year the staff used weekly evaluations made by every teacher in each of the five pilot schools. These data were also used to make the 1982–83 revisions. Weak areas were identified and revised according to the method described at length in Chapter Five.

Suggested Teacher Scripts

Teacher's scripts were first included in the 1981–82 curriculum. Prior to that year, they had taken the form of instructions to the teacher. Actual scripts were developed because there was so much variation in the ways teachers presented the materials. It was clear that earlier versions of the curriculum left too much latitude for teacher interpretation. Scripts were devised as a way of insuring theoretical consistency through more specific lesson descriptions and to be more helpful to teachers. The staff discovered that the more completely developed materials meant greater use. Scripts were developed by assessing the purpose statement and strategy for each lesson and then determining the clearest, most direct way for teachers to move from the objective to the strategy and back again.

Program-Specific Original Materials

During the early years of the curriculum, teachers relied on a collection of affective materials gathered in central locations which were assigned to them throughout the year. When specific lessons were developed in 1979–80, many materials were incorporated into lessons, making them more manageable, more workable for teachers, and therefore more effective. All media materials requiring equipment such as record players and projectors were eliminated because of the logistical difficulty they presented. In the pilot year, 1981–82, when materials were being copied for outside use, consideration of copyright violation became a concern. Project staff began writing original materials with the goal of creating a completely original curriculum. That goal was reached in the 1983–84 edition. Original materials meant that stories, poems, and activities directly represented the *Positive Action* concepts and theory. They were provided by teachers, curriculum specialists, professional writers, and professional artists.

Activity and Teaching Strategies

For the first three years, learning activities were dominated by an enormous variety of media materials and books. Some games, activity sheets, and role-playing augmented these, along with many class discussions and some group work. The decision to eliminate media materials reduced activity variety, so the number of strategies was increased by

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including many simpler, kit-contained activities such as activity sheets, posters, role-plays, group work, and art or writing projects. Emphasis on student-centered activities was increased through lessons requiring active student participation. The increased variety of activities and strategies was effected in an effort to maintain high student interest. Because students learn in different ways, a greater variety of strategies made it possible to address a greater variety of modalities. Also, because the program's concepts are repetitious and are the same across the grade levels, there was concern among the staff that students might become bored or tired of the subject. Using teacher input about what worked and what students enjoyed doing, the staff analyzed types of activities and their placement to be sure they would be interesting and meaningful to all students.

Instructional Materials

During the first year, mostly media materials and books were used. In 1979–80, the transition to more easily used materials with increased student interest value began. These materials were designed to be kit-contained, did not require equipment, and were meant for use by individual teachers. None of the materials was to be shared; each classroom teacher had his or her own kit. Lessons were developed which used posters, activity sheets, puppets, games, bean bags, envelopes, paper, and various art supplies, instead of equipment-dependent media materials.

Review and Evaluation Lessons

Review and evaluation lessons became part of the curriculum in the third year because teachers felt that students were not taking the program seriously since they were not held accountable for the concepts covered. In addition, students needed feedback in order to know they were learning *Positive Action* concepts and skills. Lessons were designed to give students a comprehensive view of concepts taught in each unit. An easy-to-use form was added which included a few questions about key concepts and required yes-no answers for easy correction. By the fourth year, the deficiencies of this system were detected. The *Positive Action* staff determined that evaluation methods had to be varied and open to several different types of expression. Evaluation answer forms, which had been provided as activity sheets, were eliminated, and a greater variety of evaluation activities was introduced. The development of more effective and interesting evaluation methods remained a project goal.

Review Units

Review units first appeared in 1981–82 because *Positive Action* staff determined that students were losing mastery over materials presented early in the school year. It was clear that students, as well as staff and teachers, needed to see a program overview at the year's end. Efforts to establish a progressive view of the curriculum resulted in the review units. Important concepts from each unit were identified and new lessons were created which highlighted the curriculum's main points.

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Doctoral Dissertation

of Carol Gerber Allred

The *Positive Action* program was the basis for the doctoral dissertation of its developer, Dr. Carol Gerber Allred. In the course of that research she evaluated seven *Positive Action* schools throughout Idaho and one school in Nevada. These schools represented a variety of student populations and geographical locations.

In two control schools and two treatment schools in the Boise, Idaho, school district, the doctoral study used a "*Positive Action* Self-Concept Scale for Students" to compare changes in student self-concept. It found that students participating in the *Positive Action* program made larger gains than those who did not (see Table 18).

Table 18

Postscores t-test and F-test
on *Positive Action Self-Concept Scale for Students*
Schools A and B 1982–83

	N	Mean	S.D.	t-score	F-ratio
School A	116	44.336	3.50		
School B	116	42.250	4.22	4.097*	1.45**

*Significant at the .0001 level. **Significant at the .05 level.

The study used opinionnaires to gather opinions of parents, teachers, and principals regarding the *Positive Action* program as a valuable, effective, and appropriate program. When all scores were combined, 90 percent of parents surveyed held positive opinions about the effectiveness, value, and appropriateness of the *Positive Action* program. Among teachers, 92 percent agreed that *Positive Action* was appropriate, 80 percent felt it was effective, and 91 percent agreed that it was valuable. Ninety-six percent of principals at the core schools agreed that the *Positive Action* program was appropriate, effective, and valuable (see Table 23).

Table 23

Summary of Opinions Regarding *Positive Action*
Combination of Appropriateness, Value, Effectiveness Scores
1982–83

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response		Irregular Response	
Group	N	%	N	%	N	%	N	%	N	%	N	%
Teachers (Eight Core Schools) N = 121	955	31.57	1,670	53.55	221	7.31	25	.82	162	5.36	42	1.39
Parents (Seven Core Schools) N = 1,377	10,643	38.65	13,996	50.82	1,702	6.18	193	.70	763	2.77	243	.88
Principals (Eight Core Schools) N = 8	114	50.88	102	45.50	3	1.38	0	0.00	1	2.25	0	0.00

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Validity/Reliability

The *Positive Action* program was originally designed to accomplish four goals: improve student self-concept, improve student academic achievement, improve student attendance, and reduce discipline problems. The evaluations conducted during the program's development phase demonstrated that these goals were achieved in the trial schools.

In the two decades since, over 7,000 schools around the world have used the program, and the results are consistently the same: student self-concept, attendance, and academic achievement improve, and discipline problems decline dramatically. It doesn't matter if the school is in the East or the West, the North or the South, the inner city or the country, in Russia or on a Pacific island, the results are the same. Language does not matter. Culture does not matter. The *Positive Action* program can be relied on to produce consistent results in a wide variety of settings.

Ongoing Development and Evaluation of the *Positive Action* Program

Since the initial development of the program, Positive Action Company has continued to develop new components for the program and to expand it to meet the needs of the educational community. A *Principal's Kit* for school climate, a *Kindergarten Teacher's Kit*, *Teacher's Kits* for grades 7 and 8, and *Drug Education Supplement Teacher's Kits* for grade 5 and middle school have been added to the *Positive Action* family of materials. In early 1995 the *Positive Action Family Kit* was published. Each of these innovations has been field tested in a variety of settings prior to distribution to schools.

In addition, every year some of the more than 7,000 *Positive Action* user schools conduct their own evaluations of the program. These evaluations vary in methodology from collections of anecdotal information to opinionnaires distributed to parents, teachers, students, and staff to exacting studies serving as the basis for doctoral dissertations.

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Organization and Administration

The *Positive Action* model provides an inclusive structure and instruction in how to facilitate comprehensive school reform. The program adheres to these tenets: that everyone in the school be involved, that there be an organizational structure to implement and follow, and that job descriptions and expectations be provided.

District and school administrators are responsible for the success of the program. But *Positive Action* is an inclusive program. Students, parents, and community leaders as well as staff members and faculty members are invited to participate in governance.

Positive Action provides a workable governance structure. At the district level *Positive Action* is guided by a districtwide *Positive Action* Coordinator and a committee. This group guides community interaction, resolves fiscal issues, and directs training, implementation, and evaluation of the program.

At the school level the principal can either direct the school program or appoint a *Positive Action* Coordinator. The school *Positive Action* Committee directs the activities of the school-climate program, oversees the implementation of the curriculum, and invites parental participation.

Schoolwide Administration 42
Districtwide Administration 43

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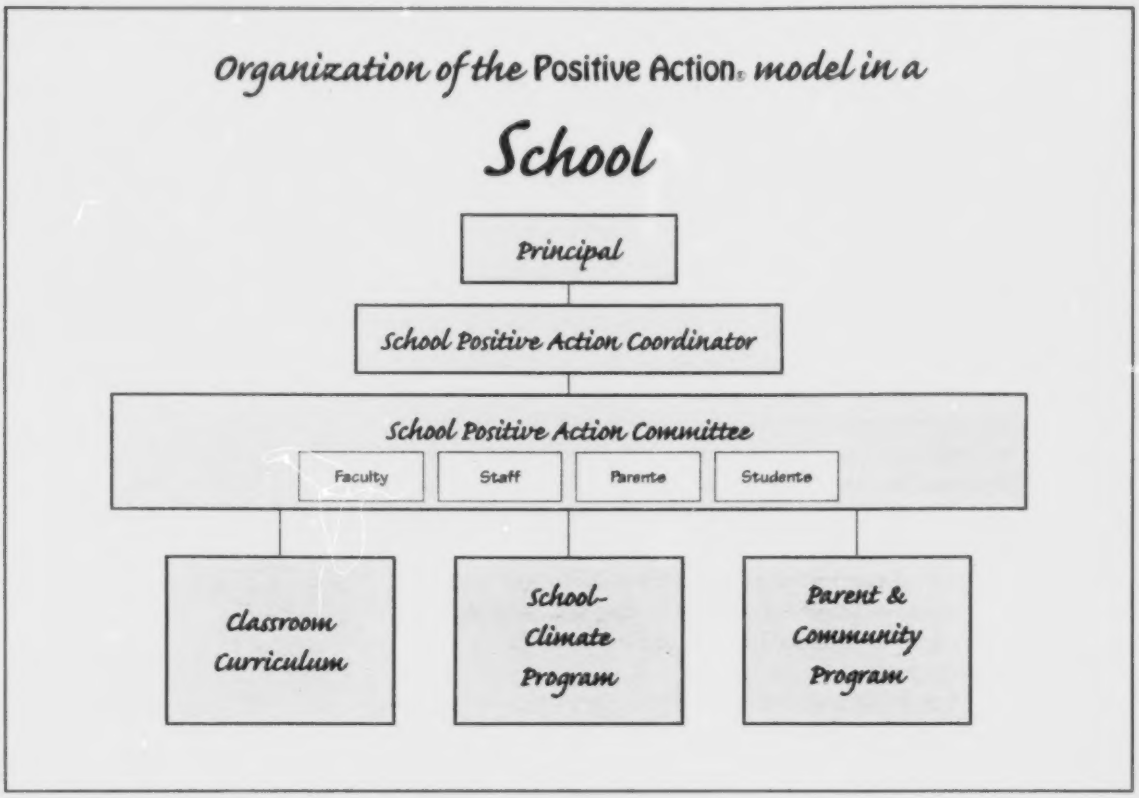

Schoolwide Administration

Organizing *Positive Action* within a school is easy when following the model's administrative flow chart (above). The chart shows how the *Positive Action* coordinator and the *Positive Action* committee fit into the school's current administrative organization. Specific duties of the principal, the *Positive Action* coordinator and the *Positive Action* Committee are detailed below.

The Principal

The principal provides the primary leadership and guidance for the *Positive Action* program at the school level. He or she may act as the *Positive Action* Coordinator, or delegate another school professional. The principal can delegate with a high degree of confidence because the *Positive Action* plans for administration and implementation are thoroughly developed and easy to follow.

The principal's specific responsibilities and obligations include supervising, the administration, evaluation, funding, training, and implementation of the *Positive Action* program. It is also up to the principal to ensure that the *Positive Action* model become the constant factor identifying and reinforcing all positive activities. Mentoring teachers, encouraging less-than-enthusiastic staff members, including as many stakeholders as possi-

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ble in the decision-making process, and verbalizing positive expectations are also leadership strategies that greatly enhance the program.

Positive Action Coordinator

The *Positive Action* coordinator monitors the day to day activities of the program. He or she also organizes the *Positive Action* Committee; carries out the activities of implementation and rejuvenation; resolves issues and concerns; assures that projects are completed on time; and communicates with parents, teachers, students, and community; and is fiscally responsible for the program.

Positive Action Committee

The *Positive Action* Committee consists of a teacher from every grade level, the principal, assistant principals, counselor, school nurse, representatives from the support staff, three or four parents, and one or two students (optional). All members have the same vote. Various members take responsibility for appropriate portions of the program. The *Positive Action* Committee oversees curriculum implementation, is responsible for school-climate activities, resolves issues and concerns, directs the parent and community program, and directs how *Positive Action* monies are to be spent.

Districtwide Administration

District administration is provided by the superintendent, the district *Positive Action* Coordinator, and the district *Positive Action* Committee. The diagram in this section depicts a practical and effective administrative plan for organizing the *Positive Action* model in a school district. The responsibilities of key personnel are outlined below.

Superintendent

The superintendent delegates operational responsibilities to a *Positive Action* coordinator. He or she also appoints personnel to sit on the district *Positive Action* Committee. Even though the superintendent is not involved in the operation of the model, he or she still has an obligation to take interest in the progress of the program; resolve issues if necessary; encourage *Positive Action*-related personnel; and reinforce student, faculty, staff, and administrative positive actions wherever he or she sees them.

District *Positive Action* Coordinator

The District *Positive Action* Coordinator may be a Title I or Safe and Drug-Free Schools coordinator, the Director of Curriculum or Counseling, or another member of the administrative team. He or she oversees administration, evaluation, funding, training, and implementation of the *Positive Action* program throughout the district and shares information with parents, the superintendent, teachers, the school board, and all

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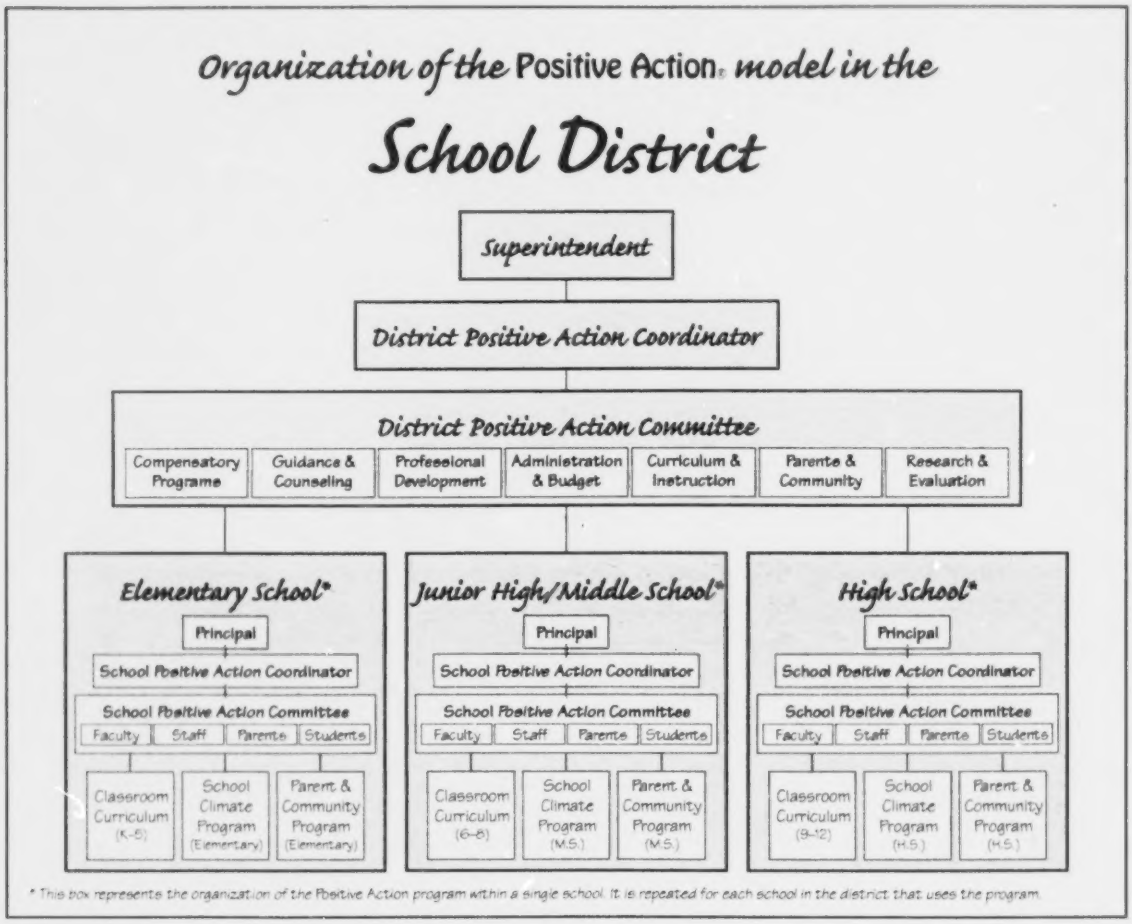

school *Positive Action* Coordinators. It is also the responsibility of the District Coordinator to assure that the program is effective.

District *Positive Action* Committee

The *Positive Action* Committee consists of district personnel in charge of Federal programs (such as Safe and Drug-Free Schools and Communities, Title I, Goals 2000, and special education programs); district psychologists; and administrators in charge of guidance and counseling, budget, grant writing, professional development, evaluation, supervision, and curriculum; along with representatives from PTO or PTA groups and business and community leaders. This is a decision-making and oversight body. The tasks are primarily carried out by the Positive Action Coordinator, with exceptions made for areas of expertise such as budget, grant writing, training, and evaluation. All members have the same vote. The District *Positive Action* Committee oversees districtwide implementation plans. It is responsible for community outreach and communication and continuation of the program. It resolves issues and concerns and raises *Positive Action* monies through normal budgetary processes and through grant-writing opportunities.

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Compensatory Programs

The *Positive Action* program also helps meet the goals of compensatory programs such as Safe and Drug-Free Schools and Communities, Title I, Goals 2000, and special-education programs. The District *Positive Action* Committee makes sure the program is implemented in such a way as to meet and maintain the standards required by those programs.

Guidance and Counseling

The *Positive Action* program assists counselors in traditional programs with education and application of healthy, positive behaviors. Nontraditional counseling programs such as whole-school counseling programs also benefit from the comprehensive, systematic teaching of positive behaviors and outcomes. It also meets the auxiliary needs of the school in such areas as drug education, safety, character education, discipline, and conflict resolution. The District *Positive Action* Committee determines how the materials can assist guidance counselors in educational and therapeutic applications.

Professional Development

These District *Positive Action* Committee members direct the provision of professional-development programs. Orientation at the district level, sharing of appropriate materials, and opportunities to network are the responsibility of the District Committee.

Orientation training can be contracted through Positive Action Company for district administrators, members of the school board, community leaders, the District *Positive Action* Coordinator, and School *Positive Action* Coordinators. Or *Positive Action* consultants can train trainers to provide the same services for everyone involved in the district.

Training is also provided for *Positive Action* school administrators and School *Positive Action* Coordinators through attendance at workshops sponsored by Positive Action Company. Positive Action Company also provides free materials and resources and the opportunity to network with other schools.

Three times a year, the District *Positive Action* Coordinator meets with School *Positive Action* Coordinators. Together they report on their experiences with the *Positive Action* program and make plans that will keep the program fresh and vital in each school.

The reports from all three meetings are compiled and shared with the superintendent, principals, all the *Positive Action* Coordinators, and teachers throughout the district.

Administration and Budget

While *Positive Action* is a relatively inexpensive program and administrative directives are spelled out in detail in the program manuals, monies and the resources of time, personnel, and materials do need to be allocated responsibly. Also leadership that expresses positive expectations, that is inclusive and responsive to issues, and that takes an active role in oversight also helps assure the success of the program. The administration also initiates evaluation to chart the progress of the program, to determine its areas of strengths and weaknesses, and to work to correct

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areas that need attention, such as schools that do not implement the program correctly or that fail to purchase adequate materials.

Curriculum and Instruction

Curriculum supervisors also serve very effectively on the committee by making sure that the *Positive Action* program's potential to integrate with the core curriculum is fully realized. They also review new *Positive Action* materials and discuss how they might best fit their program.

Parents and Community

Parent and community programs at the district level are aimed at addressing issues or concerns that affect student well-being. Community partnerships are established to help address those needs along with funding and resource allocation and the implementation of student community service at the middle- and high-school levels.

The committee also provides funds for the provision of the text *Positive Actions for Living* for parenting classes and for library checkout in the schools.

Research and Evaluation

The school district is responsible for measuring the results of the program in its schools. A less rigorous approach measures such things as academic achievement, attendance, discipline, and self-concept. These measures are easy to obtain and are used to communicate with teachers, community members, and administrators. More rigorous measures are complex and are required for writing grants and for long-term or academic/scientific studies.

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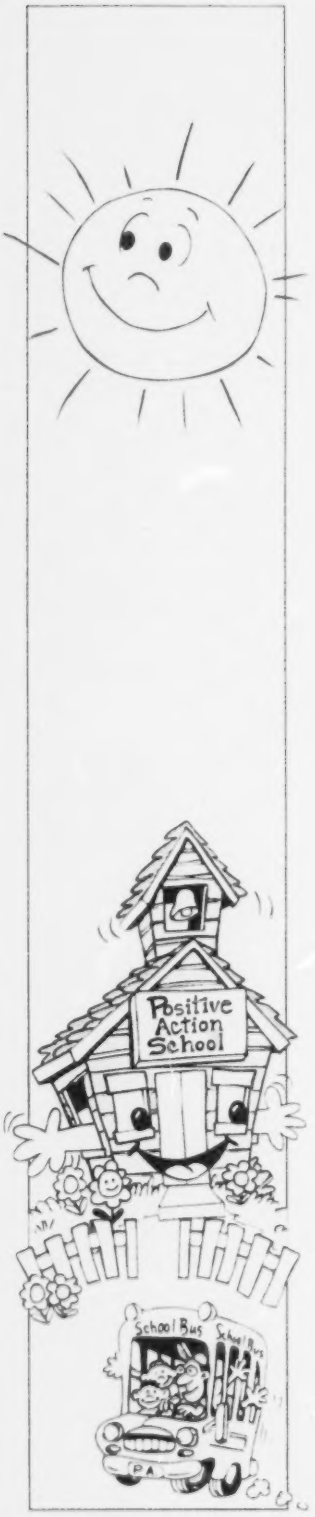
Implementation



Correct implementation is vitally important in assuring successful outcomes for the *Positive Action* program. It assures that students get the full benefit of the program and that schools meet their expectations and their goals. The full implementation program is explained in a separate booklet that follows four steps: assessment, planning, implementation, and evaluation.

Roles for the principal, *Positive Action* Coordinator, administrators, teachers, students, parents, and support-staff members—everyone involved in the school setting—are spelled out in the *Positive Action Principal's Kit* for school climate as well as in the *Positive Action* training workshops. The roles and responsibilities of family members are included in the supplemental book *Positive Actions for Living.* The functions of community members are described in the booklet "*Positive Action* Community Model." However, emphasis is placed here upon the specific roles of those that are involved in the school-based *Positive Action* model for comprehensive school reform.

A three-year district implementation plan, presented in chart form, indicates when the specific *Positive Action* functions are to be implemented and by whom. Note that the plan is applicable to elementary schools, junior high/middle schools, and high schools. A well-reasoned implementation schedule combined with thorough job descriptions make it easy for schools in various environments to replicate the success of the *Positive Action* model for comprehensive school reform.

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Positive Action Company Supports Schools

Positive Action Company provides training and support as schools begin to implement the program and as they use the program. Newsletters are sent to schools highlighting applications that have worked, stories of principals and schools that have received national awards, and new product information. Detailed training kits are provided, and professional *Positive Action* staff members can train trainers and can also provide instruction directly. Periodically, Positive Action Company hosts conferences that attract an international audience. The company produces free support materials such as the rejuvenation plan, *Success Stories*, and the *Scope and Sequence Chart*.

The company can be reached via toll-free number: 800 345–2974; mail: 321 Eastland Drive, Twin Falls, ID 83301; or e-mail: paction@micron.net. Also visit its web site: http://www.posaction.com.

Effective Implementation Is Essential

Effective implementation is the key to long-term success for the *Positive Action* program in schools. *Positive Action* schools can achieve significant growth in academic achievement, self-concept, attendance, and discipline, and that is more likely to happen if the schools faithfully follow the program as written.

To achieve these outcomes, schools need to stay as true to the program as possible. The *Positive Action* Committee, the *Positive Action* Coordinator, and the principal are responsible for effective implementation. Partial or lackadaisical implementation results in partial or lackadaisical results. *Positive Action* is a proven, results-oriented program, but that can be negated if the program is implemented incompletely or incorrectly.

The *Positive Action* Implementation Plan

Positive Action Company has produced a booklet that provides an effective plan for implementing the program. It is an easy-to-use document; the bulk of the text consists of worksheets that guide the Committee in setting goals, making plans, implementing the activities and the curriculum, and evaluating the strengths and weaknesses in the program.

It follows these four familiar steps:

- Assessment
- Planning
- Implementation
- Evaluation

The plan provides worksheets that track the progress of the program through all four steps. This assures that projects and activities are completed on time and that none gets left out or done in an ineffective manner. The work is divided up; workgroups appointed from the *Positive Action* Committee assume responsibility for a project or activity through

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all the steps. This assures continuity and follow-through. The worksheets are detailed and ask the questions that guide the *Positive Action* Committee into a successful implementation. There is plenty of room for creativity and for adapting the program to meet the needs of students.

The plan also begins a study to provide baseline data in the goal areas such as academic achievement, discipline referrals, attendance, self-concept, drug use, good character, and violence. This information will be used to evaluate both the implementation of the program and the effects of the program on those demographics. Most schools achieve significant empirical evidence of success, and it is vital that progress be tracked from the beginning.

The top five goals of the implementation program are:

- To integrate the *Positive Action* curriculum, school-climate program, and parent and community program into the everyday life of the school in proven, effective ways to assure the success of the program
- To encourage every student, parent, staff member, and community member to be the best he or she can be through positive actions, professional development, and community involvement
- To be inclusive in the decision-making processes, inviting students, teachers, staff members, and community members to participate
- To be as effective and financially responsible as possible
- To establish a database so that progress in the *Positive Action* program can be documented based on empirical and anecdotal evidence of factors such as academic achievement, attendance, decreased disciplinary referrals, and self-concept.

Assess

The assessment process looks at needs, issues, and expectations to develop measurable goals based on the assessment. Goals for the assessment process include:

- To develop measurable goals that address issues and expectations for growth for the students, faculty and staff.
- To develop strategies to accrue baseline data for evaluation.

Worksheets are provided to guide the *Positive Action* Committee, which is divided into workgroups, through these steps. The worksheets ask specific questions about each area of activity: administration, philosophy, concepts, curriculum, school climate, parent and community, and professional development. The questions are simple: How does this affect the program in my school? Do we need to address this issue further? The assessment process is not long; it can be done in a two-hour meeting.

The following steps help assure staff compliance and cooperation, help get the program off to a positive start.

1. Review school and school-district goals.

Look at what you wish to accomplish as a school and as a district for the next year. For example: higher academic achievement, lower disciplinary referrals, character development, and drug and alcohol use preven-

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tion. Or review school and district goals that have already been determined.

2. Introduce *Positive Action* to faculty, staff, and parents to consider for adoption.

If you are considering adopting the *Positive Action* program in a school that has not used it before, follow these preliminary steps to get started off on the right foot with your faculty and staff:

- ❑ Introduce *Positive Action* to your faculty, staff, and parents as part of the decision-making process to adopt the program. Determine how the *Positive Action* program can help you meet your goals.
- ❑ Meet individually and in groups with faculty and staff. Discuss and resolve any concerns that he or she might have regarding using the *Positive Action* program, and obtain a personal commitment from each person to support and follow the program.

3. Determine what you need.

For a New Program

To start a new *Positive Action* program, decide which materials to get. For a complete program, these materials are essential:

- ❑ A *Teacher's Kit* for every teacher
- ❑ A *Principal's Kit* for school climate for each school
- ❑ A *Parent and Community Kit* for each school
- ❑ A *Training and Publicity Kit* to do your own training
- ❑ Copies of *Positive Actions for Living* for parents, for the school library, for special-education classes, and as a textbook for grades 4–8
- ❑ Copies of *Positive Actions for Living* for counselors to use in one-on-one or group counseling with students and parents (3-ring binder edition with "Topical Guide")
- ❑ *Drug Education Supplement Teacher's Kits* for each fifth-grade and middle-school classroom
- ❑ A *Positive Action Model for Comprehensive School Reform* booklet
- ❑ An *Implementing Your Positive Action Program* booklet
- ❑ *Support Staff Manuals* to supplement those provided in the *Principal's Kit*
- ❑ A *Scope & Sequence* booklet to review how the lessons build on one another in the classroom and across grade levels

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For an Existing Program

For an existing program, take inventory of your *Positive Action* materials. Then:

- ❑ Review the list above and decide which additional components you need to purchase.
- ❑ Examine all of your existing kits. Make a list of consumable items you need to order to replace those materials that have been used.
- ❑ Order the booklet *Rejuvenating Your Positive Action Program,* which is a plan that helps you jump-start your program and get it back on track with new activities and ideas. It also provides ways to monitor the program and measure success.

4. Find funding.

Review your Federal, state, and community funding sources. Determine how the *Positive Action* program will be funded.

Plan

Based on the results of the assessments the *Positive Action* Committee plans activities that will implement the program effectively. The goals for this phase are:

- To review the assessment and goals
- To determine strategies and to prioritize those activities
- To make detailed plans to implement the curriculum, school-climate, and parent and community program.

The staff is asked to be very detailed. Worksheets are again provided to help prioritize activities, set a calendar, assign responsibility, and set dates for completion. The following steps guide the process:

1. Plan evaluation of goals.

Develop a plan for conducting evaluation that will tell you how well the *Positive Action* program is meeting the school and district goals. The booklets *Implementing Your Positive Action Program* and *Rejuvenating Your Positive Action Program* offer a step-by-step way to do that.

2. Order all necessary *Positive Action* materials.

For best results order the needed kits and materials as early as possible so they'll be available for teachers and principals to become familiar with before training. Allow enough time for your district's purchasing procedures and for shipping of the materials.

At the end of each *Positive Action* year take inventory of all kits. Replace worn materials and consumable items including activity books.

Prepare your purchase order and send it to Positive Action Company. Sometimes orders are delayed in the school district ordering process, so

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be aware of potential timing problems. When you receive your order, check to make sure that it was filled correctly.

Positive Action Company can be contacted in several ways for placing orders:

- By mail: Positive Action Company, 321 Eastland Drive, Twin Falls, ID 83301.
- By phone: Toll-free in the United States and Canada 800 345–2974; local or international call 208 733–1328.
- By fax: 208 733–1590, twenty-four hours a day.
- By E-mail: paction@micron.net

Elementary-School Materials

Implementation of the program in each elementary school would include 1 *Principal's Kit*, 1 *Training & Publicity Kit*, 1 *Counselor's Kit*, 1 *Teacher's Kit* for each teacher, drug-education supplement kits for each 5th-grade class, 5 classroom kits for special education, and 5 *Positive Actions for Living* books for the library/media center.

These materials are essential:

- ❑ Order one *Teacher's Kit* for every classroom. Quantity needed: ____.
- ❑ Order one *Principal's Kit* for the whole school. Quantity needed: 1.
- ❑ Order one *Drug Education Supplement Teacher's Kits* for fifth-grade teacher. Quantity needed: ____.
- ❑ Order at least five *Positive Actions for Living* for library checkout. Quantity needed: ____.
- ❑ Order *Positive Actions for Living* for purchase by families and community groups. Quantity needed: ____.
- ❑ Order one *Training and Publicity Kit*. Quantity needed: 1.
- ❑ Order one *Counselor's Kit* for each counselor. Quantity needed: ____.
- ❑ Order one classroom kit for each special-education class. Quantity needed: ____.
- ❑ Order one *Implementing Your Positive Action Program* booklet. Quantity needed: 1.
- ❑ Order music cassettes and songbooks as needed. These standard items may be purchased separately by parents and schools.
  - *Positive Action Theme Songs* (included in all kits)
  - *Positive Action Unit Songs* (included in *Principal's Kit*)
  - *Positive Action Level 1 Songs* (included in *Principal's Kit* and *First-Grade Teacher's Kit*, and appropriate for grades K–3).

These materials are optional:

- ❑ Order one *Scope and Sequence* booklet. Quantity needed: 1.
- ❑ Order one *Positive Action Model for Comprehensive School Reform* booklet. Quantity needed: 1.

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Order in subsequent years:

- ❑ Order all consumable materials.
- ❑ Order one *Rejuvenating Your Positive Action Program* booklet. Quantity needed: 1.
- ❑ Order replacement *Teacher's Kits* or *Principal's Kits* if kits are lost or unusable. Quantity needed: ____.

Middle-School Materials

Implementation of the *Positive Action* program in each middle school would include 1 *Principal's Kit*, 1 *Training & Publicity Kit*, 2 *Counselor's Kits*, 1 *Teacher's Kit* for each homeroom teacher, 1 drug-education supplement kit for each 6th-grade class, 5 classroom kits for special education, and 5 *Positive Actions for Living* books for the library/media center.

These materials are essential:

- ❑ Order one *Teacher's Kit* for every classroom. Quantity needed: ____.
- ❑ Order one *Principal's Kit* for the whole school. Quantity needed: 1.
- ❑ Order one *Drug Education Supplement Teacher's Kits* for each classroom teaching the *Positive Action* program. Quantity needed: ____.
- ❑ Order at least five *Positive Actions for Living* for library checkout. Quantity needed: ____.
- ❑ Order *Positive Actions for Living* for purchase by families and community groups. Quantity needed: ____.
- ❑ Order one *Training and Publicity Kit*. Quantity needed: 1.
- ❑ Order one *Counselor's Kit* for each counselor. Quantity needed: ____.
- ❑ Order one classroom kit for each special-education class. Quantity needed: ____.
- ❑ Order one *Implementing Your Positive Action Program* booklet. Quantity needed: 1.
- ❑ Order music cassettes and songbooks as needed. These standard items may be purchased separately by parents and schools.
  - *Positive Action Theme Songs* (included in all kits)
  - *Positive Action Unit Songs* (included in *Principal's Kit*)
  - *Positive Action Level 1 Songs* (included in *Principal's Kit* and *First-Grade Teacher's Kit*, and appropriate for grades K–3).

These materials are optional:

- ❑ Order one *Scope and Sequence* booklet. Quantity needed: 1.
- ❑ Order one *Positive Action Model for Comprehensive School Reform* booklet. Quantity needed: 1.

Order in subsequent years:

- ❑ Order all consumable materials.

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- ❑ Order one *Rejuvenating Your Positive Action Program* booklet. Quantity needed: 1.
- ❑ Order replacement *Teacher's Kits* or *Principal's Kits* if kits are lost or unusable. Quantity needed: ____.

High-School Materials

Implementation in each high-school classroom would include 6 student texts, 30 sets of student lesson materials, and 1 teacher's edition. Each school would also have 1 *Principal's Kit*, 3 *Counselor's Kits*, and 5 *Positive Actions for Living* books for the library/media center.

- ❑ Order one *Positive Actions for Living* for every ninth-grade classroom and one each for any life-skills class teaching the *Positive Action* program. Quantity needed: ____.
- ❑ Order one *Principal's Kit* for the whole school. Quantity needed: 1.
- ❑ Order at least five *Positive Actions for Living* for library checkout. Quantity needed: ____.
- ❑ Order one *Training and Publicity Kit*. Quantity needed: 1.
- ❑ Order one *Counselor's Kit* for each counselor. Quantity needed: ____.
- ❑ Order one *Positive Actions for Living* for each special-education class. Quantity needed: ____.
- ❑ Order one *Implementing Your Positive Action Program* booklet. Quantity needed: 1.

These materials are optional:

- ❑ Order one *Scope and Sequence* booklet. Quantity needed: 1.
- ❑ Order one *Positive Action Model for Comprehensive School Reform* booklet. Quantity needed: 1.

Order in subsequent years:

- ❑ Order all consumable materials.
- ❑ Order one *Rejuvenating Your Positive Action Program* booklet. Quantity needed: 1.
- ❑ Order replacement *Positive Actions for Living* or *Principal's Kits* if kits are lost or unusable. Quantity needed: ____.

3. Complete the "*Positive Action* Calendar."

The *Positive Action* Committee plans the whole *Positive Action* year by completing the "*Positive Action* Calendar." Members should:

- ❑ Pick a date for starting the *Positive Action* program
- ❑ Fill in the date for each week's *Positive Action* lessons
- ❑ Establish dates for *Positive Action* Committee meetings

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- ❑ Fill in dates for *Positive Action* special events including assemblies, contests, *Positive Action* Day, and the Year-End Event
- ❑ Fill in publication dates for the *Positive Action* newspaper.

4. Organize the *Positive Action* Committee.

This group shapes the program and keeps it fresh. It should meet approximately once a month. Appoint enthusiastic, creative members and acquaint them with their duties. The Committee should include:

- ❑ The school principal or the *Positive Action* coordinator
- ❑ The school counselor and school psychologist
- ❑ One or two teachers per grade level
- ❑ One or more parents
- ❑ Other members as decided by the principal and the committee
- ❑ Honorary student members appointed for each unit (optional).

5. Plan *Positive Action* training sessions.

Planning your training sessions a few weeks in advance helps get your program off to a good start. Orientation is provided at the beginning of the first year for all staff. In subsequent years it is presented to new staff.

- ❑ Plan an "Orientation Workshop." All materials and the script are found in the *Training and Publicity Kit.*
- ❑ Plan "Ongoing In-Service Workshops" from the *Ongoing Professional Development Kit.*
- ❑ Training sessions conducted by *Positive Action* trainers are also available. Contact Positive Action Company for more information.
- ❑ Or develop your own training program that is customized for your own unique needs.

Implement

This is the working phase of the implementation program. Using the workgroups established during the first two phases of the implementation plan, tasks are begun and completed for the year. The workgroups (subsets of the *Positive Action* Committee and other designees) are responsible for the activities and oversight of these projects. The workgroups can ask for more help from other teachers, students, and staff members; in fact, some of the projects cannot be completed without substantial help. They are working bodies, and they report progress to the *Positive Action* Committee as a whole.

The worksheets for this section provide guidance in gathering resources of time, information, and personnel; in setting deadlines, and in finalizing details.

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The goals of this part of the process are:

- To initiate the activities of administration, philosophy, unit concepts, curriculum, school climate, parent and community, and professional development needs successfully
- To continue gathering data that will measure the progress of the program, focusing on attendance, academic achievement, self-concept, disciplinary referrals, drug use, good character, and violence.

These steps are necessary for successful implementation of the program:

1. Conduct *Positive Action* training sessions.

Planning your training sessions a few weeks in advance helps get your program off to a good start. Orientation is provided at the beginning of the first year for all staff. In subsequent years it is presented to new staff.

❑ Conduct an "Orientation Workshop." All materials and the script are found in the *Training and Publicity Kit.*

❑ Conduct "Ongoing In-Service Workshops" from the *Ongoing Professional Development Kit.*

2. Implement the *Positive Action* program.

The *Positive Action* curriculum is easy to implement. Curriculum materials are packaged in grade-appropriate kits for easy availability. Be creative! Implementing *Positive Action* should be fun. Encourage everyone to adapt *Positive Action* to the needs and interests of your school and community.

❑ Begin the curriculum and school-climate program together on a selected target date.

Positive Action Curriculum

Positive Action lessons should be taught every day. Lessons take 15–20 minutes. Prepared lessons from the manual are taught the first four days of the week. The fifth day should be reserved for ICU notes. Teaching *Positive Action* first focuses student attention on doing positive actions, setting the tone for the whole day.

❑ Provide teachers with these additional materials from the *Principal's Kit*:

- ICU Box (1)
- Unit stickers (6 each of 7)
- Tokens (4)
- "Word of the Week" cards (5 each of 36)
- "*Positive Action* Calendar" (1).

❑ Provide each teacher with a *Teacher's Kit.* Each kit contains a *Teacher's Manual* with approximately 140 pre-planned lessons and enough prepared activity materials for thirty students.

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Middle-school kits have 70 lessons for seventh grade and 70 lessons for eighth grade.

❑ Prepare for the lesson. Adapt lessons to your own teaching style and to the needs of your students.

- Read lesson and become familiar with the activity
- Gather activity materials from the kit
- Decide what you may want to say or do in addition to the formal lesson relative to the day's positive action.

❑ Present the lesson.

- Introduce the positive action and purpose statement
- Explain and do activity
- Discuss benefit of doing positive action
- On Monday: Listen to Word of Week as read from the school office
- On Friday: Listen to ICU notes read from the school office and then read classroom ICU notes.

Note: Encourage students to write ICU notes when they see schoolmates do positive actions. Add your own messages to make sure each student in your classroom is mentioned at least once every couple of weeks.

❑ Follow-up on lessons.

- Display "Word-of-the-Week" cards in appropriate places
- Follow through with criterion for handing out tokens
- Display unit stickers at the beginning of each unit
- Play *Positive Action* music whenever appropriate. Use music for sing-alongs and to set a tone before and after recess and lunch breaks.

❑ Keep organized.

- Look at your *Positive Action* Calendar weekly. Stay on schedule with the lessons, assemblies, and other events.
- Give yourself and your class ample time to prepare for lessons, activities, and events.
- Keep your *Positive Action* Calendar up-to-date. Make additions or changes as soon as you are notified of them.

❑ Share Ideas. If a lesson or idea that was particularly meaning to your students, write down the method or activity you used. Share it with other teachers and send it to the Positive Action Company. A form "*Positive Action* Idea Exchange" is provided for this purpose.

Positive Action School-Climate Program

The *Positive Action* Committee is responsible for making *Positive Action* creative and effective. The *Positive Action* school-climate program should reflect the special features and interests of the school and of the community.

❑ Have **support staff** prepared with copies of the *Support Staff Manual* and with these materials from the *Principal's Kit:*

- "Word of the Week" cards (5 each of 36)
- "*Positive Action* Calendar" (1).

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- ❑ Plan a *Positive Action* Day at midyear to celebrate schoolwide the *Positive Action* projects students have been working on. Involve parents and community members in this event.
- ❑ Plan the Year-End Celebration to celebrate your *Positive Action* year. You may want to hold a field day, ice-cream party, or other fun schoolwide activity to celebrate a positive year.
- ❑ Publicly announce the Word of the Week at the beginning of each week.
- ❑ Plan seven *Positive Action* assemblies as directed in the *Principal's Manual.* Make them involving and fun. Invite parents and community members to participate and attend.
- ❑ Plan the *Positive Action* newspaper.
- ❑ Integrate *Positive Action* into all school activities.
- ❑ Use *Positive Action* language and vocabulary throughout the day.
- ❑ Use *Positive Action* music at assemblies, in classrooms, and for other appropriate occasions.

Positive Action Parent and Community Program

- ❑ Have parents prepared with copies of the *Parents' Manual.*
- ❑ Hold parenting classes using *Positive Actions for Living* as the text.
- ❑ Make copies of *Positive Actions for Living* available to all parents.

3. Stay on schedule.

Start your *Positive Action* program together and keep your teachers on schedule.

- ❑ Choose a date for all classes to start teaching the lessons. It works best if teachers teach the lessons at the same time each day. Parents using *Positive Actions for Living* should start their lessons that week, also.
- ❑ Follow the *Positive Action* Calendar to stay together throughout the year. Give a completed calendar to each teacher and staff member and to parents who are interested. It keeps them focused on the same concept at the same time.

4. Involve parents and the community.

- ❑ Invite one or more parents to be members of the *Positive Action* Committee.
- ❑ Invite parents to your introductory *Positive Action* training session.
- ❑ Give every family a copy of the letter to parents that is found on page 69 of the *Principal's Manual.*

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- ❑ Introduce *Positive Action* at Back-to-School Night. Before planning the event, read pages 70–71 of the *Principal's Manual.* During the event:
  - Give each family a copy of "An Introduction to *Positive Action,*" the four-page blackline master found in your *Principal's Kit.* Go over the unit concepts and the goals you hope to achieve during the year.
  - Show parents the *Classroom of the Future* video found in your *Principal's Kit.* As you begin your second year (and every year after that) you may want to show slides or videos of your own *Positive Action* school, too.
  - Review the *Parents' Manual.* Tell parents where they can find a copy at the school. Give them a copy of the letter found on page 73 of your *Principal's Manual.* It explains how they can order a *Parents' Manual* of their own.
  - Display a copy of *Positive Actions for Living.* Let parents know there are copies in the school. Encourage them to examine the sample copy. Explain how they can order their own.

5. Keep staff up to date.

Training, encouragement, and expressions or positive expectations for success go a long way toward keeping staff compliance high. These activities will help keep staff involved and engaged.

- ❑ Conduct "Orientation Workshop" for new staff as needed.
- ❑ Conduct "Ongoing In-Service Workshops" to keep staff on track.
- ❑ Share anecdotes from teacher to teacher and strategies on what works.
- ❑ Share research on emotional and social learning that is applicable to the *Positive Action* program at your school.
- ❑ Share *Positive Actions for Living* lessons at staff meetings.

6. Get the good news out.

- ❑ Tell your success stories. Encourage newspaper and television editors to do stories about your *Positive Action* school throughout the school year. (The "Publicity Workshop" contained in the *Training and Publicity Kit* teaches you how.)
- ❑ Present a *Positive Action* program to local civic organizations such as the Chamber of Commerce or the Rotary Club. Let them know what you're doing to make school succeed.
- ❑ Collect *Positive Action* stories, art, and poetry to create a newspaper for school, home, and community. If possible, involve parents and community members in producing it.

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- ❑ Watch for the *Positive Action Update* newsletter published by Positive Action Company and share it with everyone.

7. Stay connected.

Positive Action Company is just a free phone call away.

- ❑ Use the toll-free number, 800 345–2974, if you have questions or comments, or if you need additional materials.
- ❑ Report ideas and success stories to Positive Action Company to be shared with others.
- ❑ Share with your staff the *Positive Action Update* newsletter that comes three times each year.

Evaluate

Evaluating the *Positive Action* program means looking in depth—using empirical measurement and the information obtained from student, teacher, and parent surveys—at how well the program accomplished the goals that were set at the beginning. The goals of this process are:

- To evaluate how the program was implemented in school this year
- To see if the measurable goals were met
- To review the information provided from surveys
- To share success stories.

The *Positive Action* Committee turns in reports from workgroups on implementation projects. Worksheets for those reports are provided as well as for empirical analysis of the year's program.

Anecdotal and empirical evidence gathered from sources such as academic achievement scores, disciplinary referrals, drug- or violence-related incidents, self-concept pre- and posttests, attendance, evidence of good character, and information from surveys is compiled and distributed to administrators, faculty, and staff members. Communication of these findings is essential for parents, teachers, administrators, and students to influence continued program growth for the following year.

School-Level Job Descriptions

Everyone connected with the school has a role in the *Positive Action* program. The sections that follow describe the responsibilities of each person.

Principal

- Coordinates and provides resources, motivation, and vision for the *Positive Action* program
- May appoint a *Positive Action* Coordinator to manage the day-to-day tasks associated with the *Positive Action* program

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- Uses the *Positive Action Principal's Manual* and *Principal's Kit* to create a safe, encouraging, positive learning environment (school climate)
- Uses *Positive Actions for Living* to connect parents, community members, and staff to the program, making the text available for checkout in the library, for parenting classes, and for support groups
- Reads the morning announcements, incorporating Words of the Week, reading messages from ICU Boxes, and reinforcing and acknowledging special events, achievements, and student/faculty positive actions
- Encourages nonteaching professional staff to fully participate in the *Positive Action* program by serving on committees, directing activities, and participating in events
- Acts as liaison between school and district offices, reporting statistical and anecdotal outcomes to the district administration and school board
- Attends district and school *Positive Action* Committee meetings
- Works actively with parents and community members, involving them in the *Positive Action* parent and community program
- Interacts actively with students in a positive way, participating in assemblies, announcements, and special school activities
- Uses positive communication to reinforce student positive actions and the good feelings that result
- Provides orientation, ongoing training, and professional development for staff and faculty
- Supports teachers in the implementation of the program
- Models and encourages positive behavior.

School *Positive Action* Coordinator

- Coordinates resources, staff, and activities for the *Positive Action* program
- Directs the school *Positive Action* Committee
- Uses the *Positive Action Principal's Manual* and *Principal's Kit* to create a safe, encouraging, positive learning environment (school climate)
- Uses *Positive Actions for Living* to connect parents, community members, and staff to the program, making the text available for checkout in the library, for parenting classes, and for support groups
- Acts as liaison between school and district offices, reporting statistical and anecdotal outcomes to the district administration and school board
- Attends district and school *Positive Action* Committee meetings
- Works actively with parents and community members, involving them in the *Positive Action* parent and community program
- Interacts actively with students in a positive way, participating in assemblies, announcements, and special school activities
- Uses positive communication to reinforce student positive actions and the good feelings that result
- Provides orientation, ongoing training, and professional development for staff and faculty
- Supports teachers in the implementation of the program
- Models and encourages positive behavior
- Informs parents and staff members of changes to the calendar
- Supports teachers in the implementation of the program

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- Prepares and posts the "School Pride" posters
- Maintains the school ICU Box
- Invites parents to a *Positive Action* Back-to-School Night
- Invites parents to be involved with the *Positive Action* Committee
- Invites parents to school assemblies
- Involves parents in planning positive activities
- Announces Words of the Week.

Assistant Principal

- Encourages nonteaching professional staff to fully participate in the *Positive Action* program by serving on committees, directing activities, and participating in events
- May act as *Positive Action* Coordinator
- Attends school *Positive Action* Committee meetings
- May direct the *Positive Action* program's parent and community plan
- Interacts actively with students in a positive way, participating in assemblies, announcements, and special school activities
- Uses positive communication to reinforce student positive actions and the good feelings that result
- Supports teachers in the implementation of the program
- Encourages the use of *Positive Actions for Living* in homes and in the community
- Models and encourages positive behavior at every opportunity
- Carries out tasks or Committee assignments delegated by the principal or the *Positive Action* Committee.

School Counselor

- May act as *Positive Action* Coordinator
- Uses *Positive Actions for Living* to educate and encourage students, families, and community members in resolving issues and concerns
- May participate in the *Positive Action* program's parent and community plan
- May coordinate parenting classes and support groups using *Positive Actions for Living* as a text and/or support materials
- Acts as a resource for resolving conflict using the *Positive Action* Conflict Resolution Plan
- Can use *Positive Actions for Living* for therapeutic applications if appropriate
- Encourages staff to participate fully in the *Positive Action* program by serving on committees, directing activities, and participating in events
- Attends school *Positive Action* Committee meetings
- Interacts actively with students in a positive way, participating in assemblies, announcements, and special school activities
- Uses positive communication to reinforce student positive actions and the good feelings that result
- Provides orientation, ongoing training, and professional development for staff and faculty
- Supports teachers in the implementation of the program

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- Models and encourages positive behaviors at every opportunity
- Carries out tasks or Committee assignments delegated by the principal or the *Positive Action* Committee.

Teachers

- Teach *Positive Action* lessons faithfully adhering to content and in sequence
- Adapt lessons to meet the special needs and interests of the class
- Interact actively with students in a positive way, participating in assemblies, announcements, and special school activities and using positive communication to reinforce student positive actions and the good feelings that result
- Model and encourage positive behavior at every opportunity
- Invite parents to act as volunteers in the classroom and to participate in *Positive Action* lessons as speakers, role models, and advocates for students
- Make several copies of *Positive Actions for Living* available to parents for checkout
- Follow the schedule on the "*Positive Action* Calendar"
- Distribute "Word of the Week" cards, tokens, stickers, and other reinforcers
- Contribute to the school's *Positive Action* newspaper
- Encourage students to contribute to the school's *Positive Action* newspaper
- Serve on the *Positive Action* Committee if asked
- Use *Positive Action* with peers and support other teachers
- Create new ways to reinforce positive behavior
- Use the *Positive Action* vocabulary at every opportunity
- Use *Positive Action* concepts for classroom management
- Use the *Positive Action* curriculum to create a positive classroom environment.

Students

- Learn and practice positive actions at every opportunity
- Use ICU Boxes
- Participate in assemblies, the school newspaper, events, and special activities
- Invite parents to participate in *Positive Action* events and activities
- Earn stickers, tokens, and certificates
- Apply *Positive Action* concepts to academic, social, and athletic activities.

Parents

- Participate in the *Positive Action* parent and community program
- Are involved in the *Positive Action* program as much as possible
- Are aware of and practice the *Positive Action* concepts
- Assist students with the *Positive Action* concepts at home
- Encourage family participation in the application of *Positive Action* principles
- Serve on the *Positive Action* Committee if asked or communicate with the *Positive Action* Committee's parent representative

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- Participate in school activities, especially *Positive Action* projects and programs, as often as possible
- Use *The Parents' Manual* to stay informed
- Use *Positive Actions for Living* to learn how to apply *Positive Action* lessons in the home
- Use the *Positive Action* vocabulary
- Model and encourage positive behaviors
- Reinforce the good feeling positive behavior brings
- Support the *Positive Action* programs at every opportunity and, whenever possible, volunteer to help with *Positive Action* events and activities.

School *Positive Action* Committee

- Plans motivational schoolwide activities
- Adapts events and outreach activities to the needs and interests of the school community
- Plans the "*Positive Action* Calendar"
- Assists in the production of assemblies and newspapers
- Coordinates *Positive Action* Day and other special events
- Models and encourages positive behaviors
- Oversees the implementation of the curriculum and the school-climate program, making sure it is effective, efficient, encouraging, and exciting
- Uses the *Positive Action Principal's Manual* and *Principal's Kit* to create a positive learning environment
- Uses *Positive Actions for Living* to connect parents, community members, and staff members to the program
- Invites parents to participate in all *Positive Action* special events and activities and to participate in a special parents' open house
- Encourages staff to participate fully in the *Positive Action* program by serving on committees, directing activities, and participating in events
- Collects data and stories, reporting statistical and anecdotal outcomes to the faculty and administration
- Works actively with parents and community members, involving them in the *Positive Action* parent and community program
- Interacts actively with students in a positive way, participating in assemblies, announcements, and special school activities, and uses positive communication to reinforce student positive actions and the good feelings that result
- Provides orientation, ongoing training, and professional development for staff and faculty
- Supports teachers in the implementation of the program.

School Support-Staff Members

- Use *Positive Action* concepts and language when working with students, parents, visitors, and other members of the staff
- Learn and practice the *Positive Action* concepts
- Use the *Support Staff Manual*
- Use the *Positive Action* vocabulary at every opportunity
- Apply the *Positive Action* concepts to each special area of responsibility

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- Follow the "*Positive Action* Calendar"
- Know and use the Words of the Week
- Use "Positive Notes," ICU notes, stickers, and other reinforcers to reinforce positive behavior
- Contribute to the *Positive Action* newspaper
- Model and encourage positive behaviors at every opportunity
- Reinforce the good feeling positive actions bring
- Support the *Positive Action* program throughout the school
- Check *Positive Actions for Living* out of the library and use it to learn how to do positive actions at home and at school
- Interact actively with students in a positive way, participating in assemblies, announcements, and special school activities
- Use positive communication to reinforce student positive actions and the good feelings that result.

Positive Action applies to every member of the support team in a special way. Everyone should apply it to his or her special area of responsibility. Here are some specific ideas:

Clerical Staff Members

- Encourage students to use *Positive Action* language while in the office.
- Ask students to repeat and define Words of the Week.
- Ask students which positive actions they are doing and how they feel about themselves when they do them.
- Ask students which positive actions they see others students doing.
- Encourage students to write ICU notes. (Help write notes if necessary.)
- Greet phone callers with, "This is a *Positive Action* school."

Custodians

- Award positive reinforcers to students who help maintain the school's resources.

Bus Drivers

- Apply the concepts to positive discipline and conflict resolution
- Use an ICU Box on the bus to help reinforce the good feeling that positive behavior brings.

Food Service Personnel

- Reinforce the nutrition lessons of Unit 2 throughout the school year
- Use reinforcement tools to remind students of the good feeling they get when they make positive food choices and practice positive lunchroom behavior
- Make happy-face cookies on special *Positive Action* days.

Librarian

- Maintains the collection of *Positive Action* materials: the three instructional videos and copies of the *Support Staff Manual*, *The Parents' Manual*, and *Positive Actions for Living*
- Recommends reading materials that reinforce the concepts and themes under study
- Orders resources that reinforce the *Positive Action* concepts and philosophy.

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Second Language Personnel

- Use *Positive Action* to create an environment of acceptance where ESL students can learn and thrive
- Invite parents of ESL students to school for special insight into the *Positive Action* program
- Encourage second-language students to create and participate in special celebrations that bring understanding of their culture to other students.

District-Level Job Descriptions

District *Positive Action* Coordinator

The School District *Positive Action* Coordinator (full-time certificated employee) will:

- Provide leadership and direction and, in cooperation with the evaluators and the District *Positive Action* Committee, set goals, monitor, and evaluate outcomes.
- Collaborate with the *Positive Action* Parent Steering Committee and *Positive Action* Community Steering Committee to address community problems and issues that affect drug use, violence, student learning, and community positive actions.
- Expand school networking capabilities and professional development by holding three districtwide meetings each year with school *Positive Action* Coordinators. Meetings will be held to discuss and evaluate effective strategies, monitor problem areas, and share new information, trends, and products from Positive Action Company.
- In cooperation with evaluators, establish databases and monitor data, presenting pertinent information to school-district personnel and community partners.
- Provide supervision of training and support for trainers who provide orientation and ongoing advancement strategies for the schools.
- Conduct focus groups three times a year by interviewing two students, two teachers, two support-staff members, two parents, and others as needed from each school, focusing on the strength of the program and areas that need improvement. That information is presented to the school and the district personnel.

District Implementation Plan

The following charts contain a sample three-year plan for district implementation of the *Positive Action* program. They detail roles and responsibilities for administrators, staff developers, school personnel, parents, community members, and evaluators.

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District responsibilities for implementation include oversight and review, budgetary planning, compliance with compensatory programs; requirements training, integration of the *Positive Action* program into the counseling and guidance program, evaluation, development and application of curriculum and instruction, and the establishment of parent and community partnerships.

Elementary Schools (3-year plan)

Year 1	Year 2	Year 3
Administrators will: Schoolwide 1. The principal or designee supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in the school and assures that the *Positive Action* program is effective. Districtwide 1. The district *Positive Action* Coordinator supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in all schools that use the *Positive Action* program and assures that the program is effective.	**Administrators will:** Schoolwide 1. The principal or designee supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in the school and assures that the *Positive Action* program is effective. Districtwide 1. The district *Positive Action* Coordinator supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in all schools that use the *Positive Action* program and assures that the program is effective.	**Administrators will:** Schoolwide 1. The principal or designee supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in the school and assures that the *Positive Action* program is effective. Districtwide 1. The district *Positive Action* Coordinator supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in all schools that use the *Positive Action* program and assures that the program is effective.
Staff developers will: Schoolwide 1. Conduct a *Positive Action* workshop at the beginning of the program for all school personnel and interested parents and community members. Use the *Positive Action* Orientation Workshop and Implementation Plan as the basis of the workshop. 2. Throughout the year conduct monthly *Positive Action* Ongoing In-service workshops for faculty and staff members. Districtwide 1. Conduct three meetings a year (beginning, middle, end) for representatives from each *Positive Action* school and all district-level personnel associated with *Positive Action* to network and share information about their programs. 2. Conduct three meetings a year (beginning, middle, end) for District-level personnel associated with *Positive Action* to review the *Positive Action* Orientation Workshop and the *Plan for Implementing and Rejuvenating Positive Action*. Also review data and status of *Positive Action* schools.	**Staff developers will:** Schoolwide 1. Conduct a *Positive Action* Orientation Workshop at the beginning of the program for new all personnel and as a review for others as needed. Involve all personnel in a workshop using the *Plan for Implementing and Rejuvenating Positive Action*. 2. Throughout the year conduct monthly workshops for faculty and staff members using the *Positive Action* Ongoing In-service Workshop or *Positive Actions for Living*. Districtwide 1. Conduct three meetings a year (beginning, middle, end) for representatives from each school and district-level personnel associated with *Positive Action* to network and share information about their programs. 2. Conduct three meetings a year (beginning, middle, end) for District-level personnel associated with *Positive Action* to review the *Positive Action* Orientation Workshop and the *Plan for Implementing and Rejuvenating Positive Action*. Also review data and status of *Positive Action* schools.	**Staff developers will:** Schoolwide 1. Conduct a *Positive Action* Orientation Workshop at the beginning of the program for new all personnel and as a review for others as needed. Involve all personnel in a workshop using the *Plan for Implementing and Rejuvenating Positive Action*. 2. Throughout the year conduct monthly workshops for faculty and staff members using the *Positive Action* Ongoing In-service Workshop or *Positive Actions for Living*. Districtwide 1. Conduct three meetings a year (beginning, middle, end) for representatives from each school and district-level personnel associated with *Positive Action* to network and share information about their programs. 2. Conduct three meetings a year (beginning, middle, end) for District-level personnel associated with *Positive Action* to review the *Positive Action* Orientation Workshop and the *Plan for Implementing and Rejuvenating Positive Action*. Also review data and status of *Positive Action* schools.

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School personnel will: 1. Implement the elementary *Positive Action* program (first year). 2. Provide resource centers for parents. 3. Organize and conduct parenting classes. 4. In collaboration with school personnel, parents, and community members, make a plan according to the guidelines in the *Community Kit* to do positive actions in schools, homes, and the community.	**School personnel will:** 1. Continue *Positive Action* program (second year). 2. Provide resource centers for parents. 3. Organize and conduct parenting classes. 4. In collaboration with school personnel, parents, and community members, implement the plan according to the guidelines in the *Community Kit* to do positive actions.	**School personnel will:** 1. Continue *Positive Action* program (third year). 2. Provide resource centers for parents. 3. Organize and conduct parenting classes. 4. In collaboration with school personnel, parents, and community members, implement the plan according to the guidelines in the *Community Kit* to do positive actions. 5. Collaborate with parents and community members for continuation of the project in future years.
Parents will: 1. In collaboration with school personnel and community members, make a plan according to the guidelines in the *Community Kit* to do positive actions in schools, homes, and the community. 1. Attend parenting classes. 3. Use the *Positive Action Family Kit* at home.	**Parents will:** 1. In collaboration with school personnel and community members, implement their plan to do positive actions. 2. Attend parenting classes. 3. Use the *Positive Action Family Kit* at home.	**Parents will:** 1. In collaboration with school personnel and community members, implement their plan to do positive actions. 2. Attend parenting classes. 3. Use the *Positive Action Family Kit* at home. 4. Collaborate with school personnel and community members for continuation of the project in future years.
Community members will: In collaboration with school personnel and parents, make a plan according to the guidelines in the *Community Kit* to do positive actions in schools, homes, and the community.	**Community members will:** In collaboration with school personnel and parents, implement their plan to do positive actions	**Community members will:** 1. In collaboration with school personnel and parents, implement their plan to do positive actions. 2. Collaborate with school personnel and community members for continuation of the project in future years.
Evaluators will: 1. Collect data on effectiveness of the *Positive Action* program. 2. Collect data and assess fidelity of implementation of the *Positive Action* program.	**Evaluators will:** 1. Continue to collect data on effectiveness of the *Positive Action* program. 2. Collect data and assess fidelity of implementation of the *Positive Action* program. 3. Based on data, make recommendations for adjustments to the project.	**Evaluators will:** 1. Continue to collect data on effectiveness of the *Positive Action* program. 2. Collect data and assess fidelity of implementation of the *Positive Action* program. 3. Based on data, make recommendations for adjustments to the project. 4. Analyze data and submit report of evaluation results and make recommendations for continuation.

Junior High Schools/Middle Schools (3-year plan)

Year 1	Year 2	Year 3
Administrators will: Schoolwide 1. The principal or designee supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in the school and assures that the *Positive Action* program is effective. Districtwide 1. The district *Positive Action* Coordinator supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in all schools that use the *Positive Action* program and assures that the program is effective.	**Administrators will:** Schoolwide 1. The principal or designee supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in the school and assures that the *Positive Action* program is effective. Districtwide 1. The district *Positive Action* Coordinator supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in all schools that use the *Positive Action* program and assures that the program is effective.	**Administrators will:** Schoolwide 1. The principal or designee supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in the school and assures that the *Positive Action* program is effective. Districtwide 1. The district *Positive Action* Coordinator supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in all schools that use the *Positive Action* program and assures that the program is effective.

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Staff developers will: **Schoolwide** 1. Conduct a *Positive Action* workshop at the beginning of the program for all school personnel and interested parents and community members. Use the *Positive Action* Orientation Workshop and Implementation Plan as the basis of the workshop. 2. Throughout the year conduct monthly *Positive Action* Ongoing In-service workshops for faculty and staff members. **Districtwide** 1. Conduct three meetings a year (beginning, middle, end) for representatives from each *Positive Action* school and all district-level personnel associated with *Positive Action* to network and share information about their programs. 2. Conduct three meetings a year (beginning, middle, end) for District-level personnel associated with *Positive Action* to review the *Positive Action* Orientation Workshop and the *Plan for Implementing and Rejuvenating Positive Action*. Also review data and status of *Positive Action* schools.	**Staff developers will:** **Schoolwide** 1. Conduct a *Positive Action* Orientation Workshop at the beginning of the program for new all personnel and as a review for others as needed. Involve all personnel in a workshop using the *Plan for Implementing and Rejuvenating Positive Action*. 2. Throughout the year conduct monthly workshops for faculty and staff members using the *Positive Action* Ongoing In-service Workshop or *Positive Actions for Living*. **Districtwide** 1. Conduct three meetings a year (beginning, middle, end) for representatives from each school and district-level personnel associated with *Positive Action* to network and share information about their programs. 2. Conduct three meetings a year (beginning, middle, end) for District-level personnel associated with *Positive Action* to review the *Positive Action* Orientation Workshop and the *Plan for Implementing and Rejuvenating Positive Action*. Also review data and status of *Positive Action* schools.	**Staff developers will:** **Schoolwide** 1. Conduct a *Positive Action* Orientation Workshop at the beginning of the program for new all personnel and as a review for others as needed. Involve all personnel in a workshop using the *Plan for Implementing and Rejuvenating Positive Action*. 2. Throughout the year conduct monthly workshops for faculty and staff members using the *Positive Action* Ongoing In-service Workshop or *Positive Actions for Living*. **Districtwide** 1. Conduct three meetings a year (beginning, middle, end) for representatives from each school and district-level personnel associated with *Positive Action* to network and share information about their programs. 2. Conduct three meetings a year (beginning, middle, end) for District-level personnel associated with *Positive Action* to review the *Positive Action* Orientation Workshop and the *Plan for Implementing and Rejuvenating Positive Action*. Also review data and status of *Positive Action* schools.
School personnel will: 1. Implement the junior-high/ middle-school *Positive Action* program (first year). 2. Provide resource centers for parents. (3) Organize and conduct parenting classes. (4) In collaboration with school personnel, parents, and community members, make a plan according to the guidelines in the *Community Kit* to do positive actions in schools, homes, and the community.	**School personnel will:** 1. Continue *Positive Action* program (second year). 2. Provide resource centers for parents. 3. Organize and conduct parenting classes. 4. In collaboration with school personnel, parents, and community members, implement the plan according to the guidelines in the *Community Kit* to do positive actions.	**School personnel will:** 1. Continue *Positive Action* program (third year). 2. Provide resource centers for parents. 3. Organize and conduct parenting classes. 4. In collaboration with school personnel, parents, and community members, implement the plan according to the guidelines in the *Community Kit* to do positive actions. 5. Collaborate with parents and community members for continuation of the project in future years.
Parents will: 1. In collaboration with school personnel and community members, make a plan according to the guidelines in the *Community Kit* to do positive actions in schools, homes, and the community. 2. Attend parenting classes. 3. Use the *Positive Action Family Kit* at home.	**Parents will:** 1. In collaboration with school personnel and community members, implement their plan to do positive actions. 2. Attend parenting classes. 3. Use the *Positive Action Family Kit* at home.	**Parents will:** 1. In collaboration with school personnel and community members, implement their plan to do positive actions. 2. Attend parenting classes. 3. Use the *Positive Action Family Kit* at home. 4. Collaborate with school personnel and community members for continuation of the project in future years.
Community members will: In collaboration with school personnel and parents, make a plan according to the guidelines in the *Community Kit* to do positive actions in schools, homes, and the community.	**Community members will:** In collaboration with school personnel and parents, implement their plan to do positive actions.	**Community members will:** 1. In collaboration with school personnel and parents, implement their plan to do positive actions. 2. Collaborate with school personnel and community members for continuation of the project in future years.

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Evaluators will: 1. Collect data on the effectiveness of the *Positive Action* program. 2. Collect data and assess fidelity of implementation of the *Positive Action* program.	**Evaluators will:** 1. Continue to collect data on the effectiveness of the *Positive Action* program. 2. Collect data and evaluate fidelity of implementation of the *Positive Action* program. 3. Based on data, make recommendations for adjustments to the project.	**Evaluators will:** 1. Continue to collect data on the effectiveness of the *Positive Action* program. 2. Collect data and evaluate fidelity of implementation of the *Positive Action* program. 3. Based on data, make recommendations for adjustments to the project. 4. Analyze data, submit report of evaluation results, and make recommendations for continuation.

High Schools (3-year plan)

Year 1	Year 2	Year 3
Administrators will: **Schoolwide** 1. The principal or designee supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in the school and assures that the *Positive Action* program is effective. **Districtwide** 1. The district *Positive Action* Coordinator supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in all schools that use the *Positive Action* program and assures that the program is effective.	**Administrators will:** **Schoolwide** 1. The principal or designee supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in the school and assures that the *Positive Action* program is effective. **Districtwide** 1. The district *Positive Action* Coordinator supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in all schools that use the *Positive Action* program and assures that the program is effective.	**Administrators will:** **Schoolwide** 1. The principal or designee supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in the school and assures that the *Positive Action* program is effective. **Districtwide** 1. The district *Positive Action* Coordinator supervises the administration, evaluation, funding, training, and implementation of the *Positive Action* program in all schools that use the *Positive Action* program and assures that the program is effective.
Staff developers will: **Schoolwide** 1. Conduct a *Positive Action* workshop at the beginning of the program for all school personnel and interested parents and community members. Use the *Positive Action* Orientation Workshop and Implementation Plan as the basis of the workshop. 2. Throughout the year conduct monthly *Positive Action* Ongoing In-service workshops for faculty and staff members. **Districtwide** 1. Conduct three meetings a year (beginning, middle, end) for representatives from each *Positive Action* school and all district-level personnel associated with *Positive Action* to network and share information about their programs. 2. Conduct three meetings a year (beginning, middle, end) for District-level personnel associated with *Positive Action* to review the *Positive Action* Orientation Workshop and the *Plan for Implementing and Rejuvenating Positive Action*. Also review data and status of *Positive Action* schools.	**Staff developers will:** **Schoolwide** 1. Conduct a *Positive Action* Orientation Workshop at the beginning of the program for new all personnel and as a review for others as needed. Involve all personnel in a workshop using the *Plan for Implementing and Rejuvenating Positive Action*. 2. Throughout the year conduct monthly workshops for faculty and staff members using the *Positive Action* Ongoing In-service Workshop or *Positive Actions for Living*. **Districtwide** 1. Conduct three meetings a year (beginning, middle, end) for representatives from each school and district-level personnel associated with *Positive Action* to network and share information about their programs. 2. Conduct three meetings a year (beginning, middle, end) for District-level personnel associated with *Positive Action* to review the *Positive Action* Orientation Workshop and the *Plan for Implementing and Rejuvenating Positive Action*. Also review data and status of *Positive Action* schools.	**Staff developers will:** **Schoolwide** 1. Conduct a *Positive Action* Orientation Workshop at the beginning of the program for new all personnel and as a review for others as needed. Involve all personnel in a workshop using the *Plan for Implementing and Rejuvenating Positive Action*. 2. Throughout the year conduct monthly workshops for faculty and staff members using the *Positive Action* Ongoing In-service Workshop or *Positive Actions for Living*. **Districtwide** 1. Conduct three meetings a year (beginning, middle, end) for representatives from each school and district-level personnel associated with *Positive Action* to network and share information about their programs. 2. Conduct three meetings a year (beginning, middle, end) for District-level personnel associated with *Positive Action* to review the *Positive Action* Orientation Workshop and the *Plan for Implementing and Rejuvenating Positive Action*. Also review data and status of *Positive Action* schools.

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School personnel will: 1. Implement the high-school *Positive Action* program (first year). 2. Provide resource centers for parents. 3. Organize and conduct parenting classes. 4. In collaboration with school personnel, parents, and community members, make a plan according to the guidelines in the *Community Kit* to do positive actions in schools, homes, and the community.	**School personnel will:** 1. Continue *Positive Action* program (second year). 2. Provide resource centers for parents. 3. Organize and conduct parenting classes. 4. In collaboration with school personnel, parents, and community members, implement the plan according to the guidelines in the *Community Kit* to do positive actions.	**School personnel will:** 1. Continue *Positive Action* program (third year). 2. Provide resource centers for parents. 3. Organize and conduct parenting classes. 4. In collaboration with school personnel, parents, and community members, implement the plan according to the guidelines in the *Community Kit* to do positive actions. 5. Collaborate with parents and community members for continuation of the project in future years.
Parents will: 1. In collaboration with school personnel and community members, make a plan according to the guidelines in the *Community Kit* to do positive actions in schools, homes, and the community. 2. Attend parenting classes. 3. Use the *Positive Action Family Kit* at home.	**Parents will:** 1. In collaboration with school personnel and community members, implement their plan to do positive actions. 2. Attend parenting classes. 3. Use the *Positive Action Family Kit* at home.	**Parents will:** 1. In collaboration with school and community members, implement their plan to do positive actions. 2. Attend parenting classes. 3. Use the *Positive Action Family Kit* at home. 4. Collaborate with school personnel and community members for continuation of the project in future years.
Community members will: In collaboration with school personnel and parents, make a plan according to the guidelines in the *Community Kit* to do positive actions in schools, homes, and the community.	**Community members will:** In collaboration with school personnel and parents, implement their plan to do positive actions.	**Community members will:** 1. In collaboration with school personnel and parents, implement their plan to do positive actions. 2. Collaborate with school personnel and community members for continuation of the project in future years.
Evaluators will: 1. Collect data on the effectiveness of the *Positive Action* program. 2. Collect data and assess fidelity of implementation of the *Positive Action* program.	**Evaluators will:** 1. Continue to collect data on the effectiveness of the *Positive Action* program. 2. Collect data and assess fidelity of implementation of the *Positive Action* program. 3. Based on data, make recommendations for adjustments to the project.	**Evaluators will:** 1. Continue to collect data on effectiveness of the *Positive Action* program. 2. Collect data and assess fidelity of implementation of *Positive Action* program. 3. Based on data, make recommendations for adjustments to the project. 4. Analyze data, submit report of evaluation results, and make recommendations for continuation.

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Multipurpose Applications

Positive actions are the underpinning of a civilized society, and they apply universally to school needs. They take direct aim at current and far-reaching goals of modern education, and they hit the mark.

Using positive actions is common sense. In a world where common sense is lacking, people are encouraged when common sense is promoted in schools, families, and communities. The *Positive Action* program really does it all, which simplifies education for teachers, students, and parents.

This section addresses some of the many purposes the *Positive Action* model can be used for.

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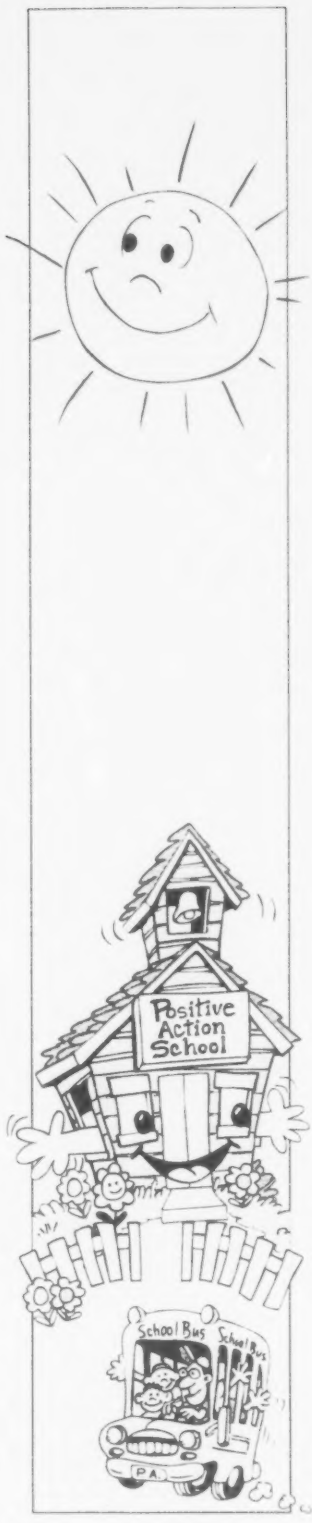

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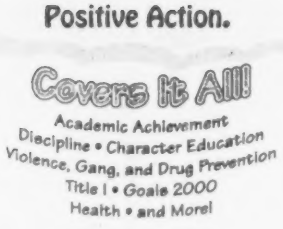
Positive Action Covers It All



Positive Action is a multipurpose model that gets multiple results. The *Positive Action* model becomes the heart of the school, extending like an umbrella, helping all persons—students, teachers, administrators, and support-staff members—meet their purposes while interacting with others in meaningful, positive ways. With the *Positive Action* model in place, everything that happens within the school is within the context of positive actions.

Because the multipurpose *Positive Action* model helps people meet their various purposes, it is strongly academic. It teaches positive actions for every area of life: the emotional, the intellectual, and the physical. The *Positive Action* model's comprehensive approach encompasses all the challenges proposed by Goals 2000. Learning becomes fun, motivating, and exciting in a positive atmosphere.

The *Positive Action* model covers other school life, too. Sports becomes teamwork and cooperation. Discipline can be carried out in a positive framework. Even though the *Positive Action* model is a standalone program, it easily incorporates any other emphasis or focus that a school chooses. The *Positive Action* model also encourages parent and community members to become involved in the school and outlines beneficial ways for them to do so.

Character education and *Positive Action* are synonyms. One eighth-grade boy from the Newark, New Jersey, School District asked, " I used to think we didn't know what to do. Now that I know about positive actions, I wonder why the whole world doesn't do them. How can I help create a world where positive actions are used?"

With increasing pressure for successful education, the *Positive Action* model is both effective and efficient. Our children deserve to live in a positive world. It's a powerful solution for many different needs.

Through Positive Action, students begin to act in positive ways, being motivated by the intuitive good feeling they get about themselves when they do them. As students do positive actions, the school atmosphere becomes more conducive to learning. Students learn that academics are positive actions that make it possible for them to succeed. Thus, students begin to make sense of the school's real purpose.

As students do more positive actions, teachers spend less time on discipline and more time on teaching. Students, realizing that curiosity and learning new things are positive actions, show increasing interest in academics. Teachers become more motivated to fulfill their purpose of teaching.

Administrators support the positive atmosphere. It becomes easier for them to fulfill their purposes of administration. They have more time and energy to make sure their facility is providing the best education possible for their students.

The *Positive Action* model also aids support-staff members. As the school becomes more positive, they work harder and become more positive, too. As they encourage students in their positive actions, students become less problematic, helping the support staff to make the school efficient and clean.

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Emotional Area

Positive Action is the only program that teaches emotional positive actions to children in a systematic and comprehensive manner. Other programs may focus on only cooperation or respect, for example, or be of limited duration or intensity. The *Positive Action* program provides a systematic, comprehensive method to link positive emotional behaviors directly with self-concept and well-being. It focuses on many positive emotional behaviors and helps students learn and practice them every day, all day long.

That changes how students perform. It changes their view of themselves and what they can accomplish. It changes how they view problems and conflicts. It changes a school from a competitive environment to a cooperative environment. The program has a sustained and dynamic effect on how a school feels. *Positive Action* principals report that their schools have a different tone, that parents and students feel welcome, that teacher and student attendance goes up significantly, and that parents become willing participants. *Positive Action* schools are places where children thrive.

Social and Emotional Learning

Positive Action is the premier program to teach social and emotional skills. The program has a comprehensive, systematic approach to emotional and social learning: social and emotional skills are taught, practiced and reinforced all day, every day. It begins with the *Positive Action* philosophy that "We feel good about ourselves when we do positive action," which is the social and emotional basis of well-being, of feeling well, strong, and happy. The unit concepts, which structure the curriculum, articulate what social and emotional skills (positive actions) are. *Positive Action* lessons are taught by regular and special-education teachers during normal classroom times. Then positive actions are practiced and reinforced through the school-climate program.

These social and emotional skills can be taught, beginning in kindergarten and continuing all the way through high-school, every day, all day long. Children are taught how to solve problems, make positive choices and decisions, set goals, and resolve conflict in positive ways. Social and emotional learning encompasses the whole person, so intellectual and physical positive actions are presented and practiced, too. The *Positive Action* program includes homes and families, where parents teach and reinforce social and emotional skills as positive actions.

Four of the seven units in the curriculum focus on emotional and social learning: "Managing Yourself Responsibly," "Treating Others the Way You Like to Be Treated," "Telling Yourself the Truth," and "Improving Yourself Continually." Unit 4, "Treating Others the Way You Like to Be Treated," is particularly applicable to the needs of children for social learning. Emotional positive actions such as managing emotions; managing time and energy; treating others with respect, fairness, empathy, and love; accepting your own strengths and weaknesses; and believing in your

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potential (among many other emotional positive actions) are presented and practiced.

> "An environment conducive to learning needs to be one that recognizes the points at which interpersonal, intrapersonal, and academic domains converge. The development of strong social and emotional skills programs allows these necessary linkages to be made. That, in turn, makes it possible to reach children, to engage them, and to help them feel that they can contribute to the school and the community, to their families, and to their future workplace. More important, such programs also give them the skills to do so."
>
> —*Maurice J. Elias, professor of psychology at Rutgers University, "'The Missing Piece': Making the Case for Greater Attention to Social and Emotional Learning,"* Education Week, *December 3, 1997, p. 36.*

Elias identifies emotional and social education as the "missing piece" in education and describes how social and emotional learning influences academic achievement, provides a basis for preventive strategies, and supports the issues of citizenship. He further details essential emotional and social skills that include communication; cooperation; emotional self-control and appropriate expression of emotions; empathy and perspective taking; the ability to plan, set goals, focus concentration and energies, and follow through; and the ability to resolve conflicts thoughtfully and nonviolently.

Daniel Goleman suggests in his book *Emotional Intelligence: Why It Can Matter More than IQ* that emotional intelligence is a more accurate predictor of success and happiness than IQ or intelligence. Moreover, emotional intelligence can be taught.

That research and insight mirrors the experience of *Positive Action* schools. With the firm underpinning of a comprehensive, systematic program to teach these essential skills, *Positive Action* is the premiere program to teach social and emotional skills. *Positive Action* students raise test scores significantly, have far lower incidence of drug use and violent actions, decrease disciplinary referrals, come to school more often, and stay in school longer.

That research and insight mirrors the experiences of *Positive Action* schools. As *Positive Action* students graduate from early childhood schools into intermediate schools, for instance, principals at the new schools can easily spot *Positive Action* students in the halls on the first day of school. They are more cooperative, more engaged in learning, more able to lead, and more loving toward one another. They have successfully learned emotional positive actions that make them good citizens. *Positive Action* students have higher test scores, have far lower incidence of drug use and violent action, have fewer disciplinary referrals, come to school more often, and stay in school longer.

Social and emotional learning is critical to prevention, academic achievement, citizenship, and character.

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Prevention

The *Positive Action* program brings together under on umbrella the many mandates for preventing negative behaviors such as drug use, violence, dropping out, gangs, teenage pregnancy, and suicide.

There are numerous school programs designed for prevention. Each one deals with specific negative behavior. A school may find itself adding program after program to appease mandates for student learning and safety. Frequently these program deal only with the symptoms of the problem rather than with the root.

An individual's feelings of insecurity, worthlessness, and apathy along with a lack of purpose and direction are at the root of our social problems. These feelings lead to negative thoughts, which bring about negative actions. These negative actions produce more negative feelings in the individual. And the cycle repeats itself over and over, spiraling continually downward.

The *Positive Action* model stops this downward cycle. It teaches students not only that they can feel good about themselves but how to do it. The *Positive Action* program strikes at the root of all social problems by teaching students to replace negative actions with positive ones. It provides students with the tools necessary to avoid harmful incidents or ameliorate bad situations when they occur: decision-making skills, problem-solving skills, and conflict-resolution skills. That starts a positive upward cycle that is motivated by the intuitive desire that we all have to feel good about ourselves. This multipurpose model can greatly reduce the number of students being drawn into unhealthy lifestyles. The following paragraphs explain how the *Positive Action* program works for specific kinds of prevention.

Positive Action for Safe and Drug-Free Schools and Communities

New rules for the Safe and Drug-Free Schools and Communities (SDFSC) program are now placing great emphasis on using programs that have a proven track record. Results from rigorous outcome evaluations are expected to guide schools in developing comprehensive, multicomponent strategies and choosing effective drug-prevention programs, ensuring that prevention actually takes place. Positive Action Company has worked with the SDFSC office to meet all requirements in the past and will continue to do so.

The *Positive Action* model helps achieve the specific goals of the Safe and Drug-Free Schools and Communities program by providing students with a highly motivational rationale for remaining drug-free and nonviolent. Students are taught that drug use, violence, and other high-risk activities are negative actions that ultimately give them a negative feeling about who they are and what they are doing. Students come to understand that negative feelings about themselves add up to a poor self-concept. Research indicates that individuals with negative self-images are more likely to use drugs, engage in violence, and pursue other antisocial behaviors.

Drugs, violence, and related issues are specifically addressed in *Positive Action* classroom lessons, in *Positive Actions for Living*, and in the *Positive Action Community Kit*. Auxiliary programs and activities such as Red

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Ribbon week are identified as positive actions. Through this comprehensive approach schools, homes, and communities work together to build an environment where students can learn, free from the threats of drugs and violence.

Program builds upon proven strategies. For more than twenty years, the *Positive Action* curriculum and school-climate program has been used to enhance students' academic achievement and self-concept, and in the process it has been used to combat drugs, violence, and other negative behaviors in schools throughout the nation. The *Positive Action* program has been rated as effective in both the Stanford University Health Promotion Resources Center study *What Works? A Guide to School-Based Alcohol and Drug Abuse Prevention Curricula* and the Drug Strategies publication *Making the Grade: A Guide to School Drug Prevention Programs.*

In *What Works?* the reviewers examined the research upon which each of the programs reviewed was based. The *Positive Action* research was given the highest possible mark for "Effects" on measures of behavior. It explains that "this rating reflects the degree of statistical significance for tests of hypotheses presented in the Results section of the research reports." The program's research also received the highest possible mark for generalizability, which the report defines as "whether the available research has demonstrated the effectiveness of the curriculum in a variety of schools and communities."

In ranking the curriculum materials themselves the reviewers gave the *Positive Action* program highest possible marks in the categories of Comprehensiveness ("curriculum is well-planned and articulated so that skills and knowledge taught early in the coursework are reinforced and built upon in later stages of the coursework"), Appearance/Production Quality ("curriculum is written in a clear and readable style and printed in high quality type on good quality paper"), and Outdatedness ("curriculum is culturally-up-to date and presents material in ways that will interest today's youth"). The program received an above-average ranking in most of the remaining categories.

Making the Grade also reviewed the extensiveness of coverage and awareness of resistance skills as presented in elementary- and middle-school drug-prevention programs. That study gave the *Positive Action* program the highest possible ranking of "extensive coverage" in the areas of decision-making skills, stress management, and self-esteem. It also received the highest possible rating in the "Normative Education" category. (This ranking reflects a program's ability to contribute to a school environment where positive, appropriate, nonviolent behavior is expected of students.)

Here is how the *Positive Action* model addresses specific issues related to the goals of the Safe and Drug-Free Schools and Communities mandate.

Anger Management. In schools where the *Positive Action* model is in place students are taught from kindergarten that when they treat other people with anger they don't feel good about themselves. Each year the age-appropriate lessons expand, but the concept remains the same. Anger

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management is specifically addressed as students learn about self-management in Unit 3. In this Unit they are taught that we all have the opportunity to manage emotions such as anger. In Unit 4 students learn specific positive actions for getting along with others by treating them the way we like to be treated. These positive actions provide the building blocks of an emotionally and socially healthy life.

Eliminating the Seeds of Violence. A quick review of the basic *Positive Action* concepts reveals a blueprint for peaceful, productive living. However, without the motivational philosophy and the experiential benefits of a hands-on, practical program, these concepts are simply words on paper. The *Positive Action* model addresses the seeds of violence by giving students and the adults in their lives a reason to practice positive behaviors instead of negative behaviors. The model thoroughly explains that all negative actions—including racism, discrimination, and hate—ultimately destroy the individuals who practice them. As students start to practice positive actions and begin to gain a sense of control over their lives, violence decreases.

Self-Esteem for a Drug-Prevention Program. The *Positive Action* model is a highly motivational method for building a valid positive self-concept and thereby addressing the cause of much antisocial activity.

Developing a positive self-concept is the root of drug-use prevention in each student. As students learn how to feel good about themselves, they become increasingly drug resistant.

It is important to note that the program specifically identifies and addresses the ways in which substance abuse damages self-concept and diminishes self-esteem. For example, in the early elementary lessons drug education focuses on avoiding harmful substances and refusing to use drugs and alcohol. Students are encouraged to use prescription drugs correctly. Beginning in fifth grade, lessons include specific strategies for combating drug use. Students are further motivated by learning the harmful effects that drugs and alcohol have on the body, the mind, and one's ability to perform positive actions. The damaging effects of drugs and alcohol on one's self-concept are also emphasized.

Conflict Resolution. The whole *Positive Action* model is a conflict prevention and resolution program. As students begin to behave in more positive ways, conflict markedly decreases. And what conflict remains becomes increasingly easier to solve. An easy-to-follow *Positive Action* Conflict Resolution Plan is based on the solid principle of getting along with others by treating them the way we like to be treated. The universal principles of kindness, fairness, respect, cooperation, love, empathy and positive communication form the basis of the plan. Moreover, once these guidelines are in place and at work, broader conflicts dissipate. As the guidelines become part of the language and culture of a school, conflict occurs less and less frequently.

Gang Prevention. Research indicates that a feeling of belonging and participation and a sense of family provides the motivation for gang membership. The *Positive Action* program helps students at every level—elementary-school, middle-school, and high-school—feel part of

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something worthwhile. It offers the opportunity to do meaningful community service, particularly at the middle-school level.

In middle school, PALs Clubs bring the student body together to commit to a *Positive Action* project or program. Their positive focus may vary from community service to Peer Tutors and Peer Helpers to school service, including assistance with computers, communications, announcements, and assemblies. This is another way of applying the all-encompassing *Positive Action* philosophy to practice positive behaviors. By reinforcing the good feeling that positive behaviors bring, the model encourages increasing levels of positive involvement. Gang activity and other negative behaviors may fall out of favor as students feel improvement by their own positive actions.

Violence Prevention. Schools that use the *Positive Action* model become increasingly safe and uplifting environments. Students at every grade level learn and experience the personal and practical benefits of treating one another with positive actions (Unit 4). Unit 3 teaches children how to manage themselves. When students' thoughts, actions, and feelings are directed in positive ways, schools become havens for learning and growth. They are also given strategies for telling themselves and others the truth in Unit 5, which adds to violence prevention.

A four-year study in Twin Falls, Idaho, showed a steady decline in the number of *Positive Action* students booked by law enforcement officials. During the same period of time there was an increase in bookings for students not enrolled in the *Positive Action* program. (See table below.)

Number of Students Booked by Law-Enforcement Officials in 1977, 1978, 1979, and to June 1980

Year	Treatment School	Nontreatment School	%*
1977	31	7	442.9
1978	18	9	200.2
1979	10	15	66.6
1980	2	8	25.0

** Treatment-school frequency divided by control-school frequency.*

Promoting Peace. The *Positive Action* program supports peace initiatives by focusing on positive, nonviolent behaviors and reinforcing their practice. At the Middle School level, the *Positive Action* Peace Flag is a highly motivating mechanism to promote peaceful behavior. The flag flies over the school on every day that is free of violence. The peace flag's "record" is made a part of announcements and is visually represented in classrooms and throughout the school. By promoting the peace flag, everyone realizes that violence prevention is a common responsibility that is shared by everyone in the school.

Resiliency/Protective Factors. In every component of the *Positive Action* curriculum, learning to rebound from difficulties is addressed in Unit 6. By exploring the positive actions related to "Improving Yourself Continually," students learn how meeting challenges and opportunities

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can build self-concept and prepare them for successful living. Students learn to turn stumbling blocks into stepping stones, to believe in their potential, to turn problems into opportunities, and to set goals. The *Positive Action* program, while focused on the positive things students can do to change their lives for the better, does not run away from tough issues. It teaches students to take responsibility for their actions.

"Telling Yourself the Truth" in Unit 5 also helps students cope with difficult times. Instead of blaming other people or making excuses, instead of twisting the truth to suit their own needs, instead of denying feelings and actions, students are taught to face the truth head-on and choose positive actions that will solve problems.

Sexual Harassment Prevention. The *Positive Action* model's philosophy is an effective antidote to sexual harassment. In a positive environment where self-concepts are growing strong, students become less tolerant of sexual harassment. When students can no longer be intimidated or frightened, sexual harassment loses its effectiveness. It will not survive in a *Positive Action* environment.

Student Assistance Programs. The *Positive Action* program changes how students view one another. Peers are seen as friends and helpers instead of competitors. Schools become psychological and physical safe zones where students can become the best they can be with the support and concern of one another.

On the elementary level all student positive actions are celebrated, so the sense of competition is erased. Every student is cared for, every student is helped to do positive actions. Those important lessons are focused in the *Positive Action* school-climate program where students receive tokens and celebrations on special days for the things they do working together.

In the middle-school program students are helped by the PALs Club, particularly the Peer Helpers and Peer Tutors program. Students learn that they can and must depend on one another. This community-building activity is stretched into the day-to-day activities of *Positive Action*. PALs Club also helps students do community service, thereby teaching that they are not the problem but that they are the solution.

Civic and Citizenship Education

Positive actions are taught in the context of community using the school-climate program. Students learn how both their positive and negative actions affect other people as well as themselves. Students in middle school are encouraged to participate in community service, to pay attention to local issues, and to learn how to solve problems by working with teachers, parents, and community leaders. The parent and community program offers a solid plan for providing role models, mentors, volunteers, and decision makers to work with students.

Middle-school students also learn peace-keeping activities and address the issues of diversity in positive, proactive ways. Students learn that what they can do together is much greater than what they can achieve on their own.

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Students in the lower grades are taught decision-making skills, learn teamwork and planning, and learn how to mobilize their high creative energy to tackle big projects. Students who have these social and emotional skills along with solid skills in prevention, academic achievement, and citizenship are fully capable of functioning as productive, healthy citizens.

Character, Moral, and Ethical Education

> "The principal goals of elementary education are to build for every child a strong foundation for further education, for democratic citizenship, and for eventual entry into responsible adulthood."
>
> *William J. Bennett, Secretary of Education, 1986. "First Lessons: A Report on Elementary Education in America."*

The *Positive Action* philosophy—you feel good about yourself when you do positive actions—is the foundation of character development. People who do good things (positive actions) have strong character and, as a result, a strong self-concept. In fact, good character is necessary for a strong, positive self-concept.

Character helps us know right from wrong and act accordingly. In recent years educators have become increasingly concerned about character development as they see the devastating social problems faced by so many of their students. Character can be taught and must be nourished, encouraged, modeled, and shaped. Every *Positive Action* lesson is a tool for character development. The *Positive Action* program helps students understand who they are and how they can feel better about themselves, and it provides daily opportunities for personal growth.

The *Positive Action* program is designed to build character methodically. Stories in *Positive Action* lessons include situations that allow students to experience character-building behaviors. Characters in the stories model positive and negative behaviors, and students are given opportunities to examine and evaluate them. *Positive Action* activities allow students to try out new positive behaviors and to experience the results for themselves. Throughout the *Positive Action* curriculum an undercurrent of encouragement works to instill a positive self-concept in each student.

Self-concept is basic to a person's character. As students understand what their self-concept is, how it is formed, and how they must care for it, they become stronger, more capable, more positive people. *Positive Action* provides daily focus, framework, and encouragement for character development.

Good job skills are by-products of good character, moral, and ethical education. Students who have been through *Positive Action* lessons strive to learn quickly and to do a good job because it makes them feel good about themselves. They also develop good people skills, another characteristic of successful employees. In learning to be honest with themselves, they become more honest with others, and they treat others more kindly and fairly. The *Positive Action* program helps prepare students to be successful in the job market.

The chart that follows lists some of the specific character traits that are taught in the *Positive Action* program and the lessons and units in

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each kit that teach those traits. This chart is representative of how thoroughly the *Positive Action* program teaches character, but it is not an exhaustive list.

Character Trait	Elementary-School Kits*						Middle-School Kits*			PAfL*
	K	1	2	3	4	5	6	7	8	9–12
Caring	79,80	79,80	82	76–78	77,78	77	80,81		95,101	23
Cheerfulness	81	80,86	83,86	82	83,80	76	83		103	30
Citizenship, Patriotism, Civic Virtue	Units 3–5	91, Units 3–5	91, Units 3–5	89, Units 3–5	88, Units 3–5	89, Units 3–5	87, Units 3–5	Unit 3	106, Units 4–5	Units 3–5
Cleanliness	25	26	24	23	20	29	25	28		9
Compassion	79,80	78,79	82	76,77,78	77,78	77	80,81		95,101	23
Cooperation	85	76	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4		91	22
Courage	120	118	118	117	114	118	117,118		131–133	34
Courtesy	81,82	80,81,82	80,81, 83,85	79,80,82	79,80	78,80, 81,83	78,79		89,90	24
Creativity	36	37	36	35	33	34	34,35	45		11
Decision Making	37	39	38	37	37	38,105	34,35, 105,106	47,48		12
Diligence, Perseverance	122	119	119	118	116,117	120	119		26	36
Empathy	79,80	78,79	82	76–78	77,78	77	80,81		95	21
Fairness, Justice	74,75,76	74,75	73,74,75	72,73	72,73	72,73	71,72		104	19,23
Friendliness	81,82	73–87	78–87	79–85	79–84	78–85	78–84	19,20	98–100	Unit 4
Generosity	74,75,76	74,75	73,74,75	72,73	72,73	72,73	71,72		104	15,19
Gratitude	68	68	67,84	66	68,81	65,82	65	73		18
Happiness and Success	17–19	18	12,15	12,15	16	13	14	24–26	85–88	6
Honesty, Self-Honesty	92–111	93–112	93–111	91–110	90–109	91–110	89–109		108–127	25–30
Integrity	105,106	105	104	103	102	103	101		112,113	31
Kindness	83,84	82	80,81	79,80	79	78	79		101	23
Loyalty	74–76	74,75	73–75	72,73	72,73	79–84	71,72		104	19,23
Morality	Units 4–5	Units 4–5	Units 4–5	Units 4–5	Units 4–5	Units 4–5	Units 4–5		Units 4–5	Units 4–5
Obedience to Law	Units 3–5	91, Units 3–5	91, Units 3–5	89, Units 3–5	88, Units 3–5	89, Units 3–5	87, Units 3–5	Unit 3	106, Units 4–5	Units 3–5
Patience	60,61	60,61	59,60	58,59	59,60	58,59,67	57,58,66	65,66		18
Persistence	122	119	119,130	118	116,117, 128	117,120	119		136	36
Pride	65	65	64	63	64	63	64	72		18
Problem Solving	37	39	38	37	37	38,105	34,35, 105,106	47,48		12

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Character Trait	Elementary-School Kits*						Middle-School Kits*			PAFL*
	K	1	2	3	4	5	6	7	8	9–12
Punctuality	47,48, 105,106	47,48, 108	46,47, 107	46,106	45,46, 105	44,45, 106	43,102	55	120	13,27
Respect, Respect for Others, Self-Respect, Respect for Parents and Home	77,78	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4		97	22
Respect for Environment	51	51		48,49		30,49		59		15
Responsibility	Units 3 & 5	Units 3 & 5	Units 3 & 5	Units 3 & 5	Units 3 & 5	Units 3 & 5	Units 3 & 5	Unit 3	Unit 5	Units 3 & 5
School Pride	Principal's Kit						Principal's Kit			
Self-Discipline	46	45,46	44	42,94	43	43	54,119	53,54		16–18
Self-Improvement, Pursuit of Excellence	Unit 6	Unit 6	Unit 6	Unit 6	Unit 6	Unit 6	Unit 6		Unit 6	Unit 6
Sportsmanship	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4		Unit 4	Unit 4
Temperance	29,107, 108	31,32, 109,110	30,31, 108,109	30,31, 107,108	30,31, 106,107	27,107, 108	26,103, 104	29,30,31	123,124, 125	7,25,29, 31
Tolerance	77,78	77	76,77,79	74,75	74,75	74	73,74		94	20,22,23
Trustworthiness	93–111	93–112	93–111	91–110	90–109	91–110	89–109		108–127	25–30
Wise Use of Personal Resources	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3		Unit 3

** The Positive Action curriculum is structured around six guiding principles in the form of Units with a seventh Unit for review. The K–6 Teacher's Kits present the seven units in about 140 lessons for each kit. In grades 7 and 8, however, this lesson structure is divided in half with Units 1–3 (81 lessons) taught in grade 7 and Units 4–6 (77 lessons) taught in grade 8. Positive Actions for Living presents all seven Units in 42 lessons.*

Self-Concept

The *Positive Action* model works because it directly and cognitively links self-concept with behavior. *Positive Action* defines self-concept as feelings about one's self and provides a philosophical basis—we feel good about ourselves when we do positive actions—for continued physical, intellectual, and emotional growth.

The *Positive Action* Thoughts-Actions-Feelings Circle teaches students that their thoughts influence their actions, and their actions influence their feelings about themselves. This circle is highly motivational because there is a deep psychological need for positive feelings about oneself. Positive feelings about oneself lead to more positive thoughts and, consequently, more positive actions. Negative thoughts lead to negative actions and, consequently, negative feelings about oneself. Students are taught that they can interrupt a self-defeating negative circle with positive thoughts, thereby producing positive actions.

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Guidance and Counseling

The *Positive Action* program is an effective traditional and schoolwide guidance and counseling program in schools both with and without counselors. The concepts presented in *Positive Action* lessons give daily relevance and reinforcement to many of the concepts presented by a school counseling staff, and they provide a framework for a solid, schoolwide guidance and counseling program.

Many school counseling programs focus on the results of poor self-concepts. Discipline problems, vandalism, abusive situations, and other negative actions are far more common among children who do not feel good about themselves. The *Positive Action* model takes a positive approach, teaching students how and why to avoid negative actions and why positive thoughts, actions, and feelings are so rewarding.

School counselors are usually enthusiastic supporters of the *Positive Action* model, and they appreciate the daily presentation of lessons that contribute to good self-concepts. School counselors and guidance workers often use *Positive Action* concepts to help students identify and resolve problems and take responsibility for their behavior.

Because teachers spend so much time each day with their students, they are in an ideal position to teach and reinforce principles that build a positive self-concept. The systematic approach of *Positive Action* lessons presents these principles in a manner that is age-appropriate, interesting, fun, and motivating for the students.

One goal of the *Positive Action* model is to improve the atmosphere of the entire school so that *Positive Action* becomes a way of life, not an abstract theory. By combining the expertise of a counseling staff with the everyday *Positive Action* classroom lessons, the school will provide a solid basis for developing students' self-concepts.

Discipline

The *Positive Action* program focuses on positive behaviors. It doesn't just tell students to behave well, it shows them how. It also shows them how to tell which behaviors are positive, which behaviors are negative, and the difference between them. The *Positive Action* program involves the whole self, providing multipurpose, sound instruction on physical, intellectual, and emotional positive actions.

Extrinsic discipline focuses on correcting problem behaviors as they occur. Intrinsic discipline, which the *Positive Action* program provides, is preventive. It encourages positive behavior, and it is fun for students, teachers, and parents. Students are taught what to do and how to do it and then are given a chance to enjoy and reinforce the good feelings about themselves that come as a result of their doing positive actions.

Students are given stickers, tokens, or certificates of achievement as *reminders* of the positive feelings they have about themselves. As students focus on positive behaviors, negative behaviors automatically decrease.

Most schools report drastic decreases in disciplinary referrals with the *Positive Action* program in place. When discipline is necessary, *Positive Action* concepts become a positive way out of a negative situation. Students can be reminded of *Positive Action* concepts and encouraged to evaluate the situation as it relates to those concepts.

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Two questions often help the students and staff members relate a problem to *Positive Action* concepts:

- Is what you were doing a positive action?
- How can we use *Positive Action* to handle this problem?

By teaching students internal control and helping them understand their behavior, the *Positive Action* program enhances the use of disciplinary actions that do more than respond to a single incident. Students realize the results of negative actions and are able to take more responsibility for their actions.

School Climate

Students learn specific positive actions in the classroom but they practice them in the whole school, especially when they are encouraged to do so through the school-climate program. Students engaged in positive actions improve the school atmosphere. Students become more friendly, courteous, and helpful toward their peers, the teachers, and staff members. Competition decreases. Students ask "Can I help you?" not "How can I be better than you?"

Students like it: they come to school. Teachers like it: they can teach. Parents like it: they see improvement. They all like it for the following reasons. A positive school climate:

- Promotes a safe and orderly learning environment
- Clarifies and focuses the school's mission on education
- Enables the principal, freed from discipline issues, to lead and support the school in positive directions
- Helps students gain expectations for their own success as well as for their peers
- Enables teachers to teach and students to learn skills that will help them succeed
- Helps students manage their own behavior
- Promotes frequent monitoring of student progress
- Improves home-school relations.

Multiculturalism

The *Positive Action* model is effective for eliminating cultural barriers. It teaches respect, tolerance, fairness, kindness, and treating others the way you like to be treated. It works equally well for all cultural groups and has a proven track record in Russia and Ukraine as well as in rural schools and urban inner-city schools.

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Intellectual Area

Academic Achievement

The *Positive Action* program focuses on a love of learning and encourages curiosity, creativity, problem solving, and decision making. A productive, inclusive school climate creates a feeling of valuing every student, which diminishes disaffection with school. When students feel safe enough to learn, they learn and they achieve.

Unit 5 helps students learn how to tell themselves the truth, to follow through on commitments, to refuse to blame other people, and to admit their mistakes along with their strengths and weaknesses. That leads into Unit 6, which focuses on goal setting, being persistent, turning problems into opportunities, following your dreams, and having the courage to try.

The *Positive Action* program contributes to an increase in academic achievement levels by focusing the entire school on creating an optimum learning environment. Intellectual positive actions, including thinking skills, are addressed at each grade level in Unit 2. Subsequent units develop the skills necessary for effective, lifelong learning.

The *Positive Action* program is an integrated curriculum that reinforces basic skills and makes every subject more meaningful by teaching students that learning is a positive action that helps them achieve to the best of their abilities. (See the section beginning on page 93.)

Positive Action for Title I

Research shows that neither the implementation of special pullout programs nor the addition of staff to serve this Title I population specifically is working to meet legislative goals.

New Recommendations for Title I Success

Title I programs are taking a new direction. Now Title 1 financially assists schools serving Title I children in adopting research-based, comprehensive school reform models or programs. Individual schools will still evaluate and select which model or program they will implement.

Evaluators who choose effective Title I programs are looking for these four characteristics: They emphasize academic achievement, they are schoolwide, they involve parents and the community, and they focus on developing student potential.

The *Positive Action* model successfully meets Title I criteria. It is a research-based, comprehensive school-reform model. Since its inception the *Positive Action* model has been subjected to various types of research to evaluate its effectiveness. Research shows that the *Positive Action* model works to reform schools into learning centers that benefit students and teachers alike. An elaboration of the ways in which it satisfies the recommendations for Title I programs follows.

Academic Achievement

The *Positive Action* model has a long history of improving academic achievement. The *Positive Action* model's schoolwide emphasis on doing

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positive actions creates an environment in which teachers spend less time on discipline matters and more time instructing. Students begin to feel good about themselves as they participate and begin to achieve, thereby increasing their self-concept.

Furthermore, positive self-concept is the basis for a child's perception that he or she can learn. As self-concept increases, the ability to focus on instruction also increases. Students begin to manage themselves better and become motivated to learn because academic achievement is now considered a positive action. Creating a positive learning environment in which every child feels valued, where there is positive pressure to achieve instead of negative pressure to not misbehave, results in increased academic test scores. Often they increase substantially.

Schoolwide Program

Each *Positive Action* concept is taught schoolwide to every class in age-appropriate lessons. All students learning and practicing the same positive action at the same time creates a school environment or a school-climate conducive to positive behavior. The school-climate program, contained in the *Positive Action Principal's Kit* reinforces this behavior throughout the school.

The *Positive Action* program provides a school-climate program that makes school a lively, happy place to be, where exciting and engaging activities are happening all the time, where school becomes a community of learners who feel that they can be their best. And they encourage one another to do the same.

Many of the negative social and cultural barriers students face in other environments disappear. Student populations blend more easily, friendships are formed across former divisions, and an environment of friendship, understanding, and mutual support develops. A *Positive Action* school feels upbeat, energetic, and exuberant.

The school-climate program starts off the day with *Positive Action* announcements wherein positive actions that have been performed by students are acknowledged. Words of the Week tie parents, school, and students together with a common language. Academics, athletics, the arts, communications, and vocational and technical experiences are all thought of as positive actions and, therefore, strengthen students' self-concept, achievement, and intrinsic discipline. Participation, interest, and enthusiasm remain high in *Positive Action* schools.

In addition, schoolwide celebrations, assemblies, communications, community-service outreaches and activities involve everyone in creating a positive learning environment that spills over from the school into homes and communities. As everyone is challenged to ever increasing levels of positive behavior, the atmosphere, the expectations for achievement, and the standards of behavior improve.

Parental Involvement

It is well known that students do better when their parents are involved in the school. The *Positive Action* model has the very best way of involving parents. It is a strong component of the *Positive Action* model for comprehensive school reform.

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The *Positive Action* model strongly encourages schools to involve parents in the initial investigation and evaluation of the *Positive Action* program. Once the program has been selected, parents are encouraged to become involved in the training aspect of the program.

Early in the year the *Positive Action* program is presented to all parents in a formal meeting, such as a Back-to-School Night. The parental role in the program is explained and parents learn that they can participate in studying and learning positive actions right along with the school by purchasing *Positive Actions for Living* and teaching it at home. *Positive Actions for Living* is a stand-alone lesson manual that coordinates the school curriculum lessons with a weekly lesson that is meant to be taught in a home environment.

Teaching positive actions at home reinforces student positive actions at school. *Positive Actions for Living* with its music, posters, games, and activities is the backbone of the parent-involvement program. It has been used by individuals and families and as part of parenting programs in schools. The thirty-minute lessons, taught once a week, follow the curriculum taught in the schools.

Parents are also encouraged to read the *Positive Action Parent's Manual*. It provides an overview of the *Positive Action* model lessons and activities. It makes parents aware of the *Positive Action* concepts and informs them of the activities and tells them how they can participate. It strongly encourages them to become involved.

Parents are also encouraged to ask the school for a *Positive Action* Calendar. The calendar keeps parents on track with the Words of the Week used at school. By becoming familiar with and using these words—and the concepts behind them—at home, parents show interest in what is happening at school and reinforce what students are doing. The calendar also keeps parents up-to-date and informs them of upcoming *Positive Action* events that they are specifically invited to attend. Parents are encouraged to participate in all aspects of the *Positive Action* model.

The *Positive Action* model also includes a *Parent and Community Kit* that establishes ways that parents can serve as decision makers and mentors in the school and suggests ways to increase volunteerism and financial support. It increases communications between parents and schools and includes plans for forming partnerships to address community issues that affect students.

Develop Potential

In addition to fulfilling the criteria for Title I successfully, the specific positive actions taught in the school curriculum and practiced throughout the school develop the potential of the whole student.

Physical life skills are represented in physical positive actions such as eating healthful food, getting enough exercise, and keeping clean. Intellectual life skills such as learning new things, creating, and developing a sharp memory are represented. Emotional positive actions represent essential "people skills." They include self-management, treating other people the way you like to be treated, telling yourself the truth, setting goals, and following dreams.

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These *Positive Action* life skills are taught and experienced in the context of the *Positive Action* philosophy, "You feel good about yourself when you do positive actions."

At *Positive Action* schools, this focus on developing the potential of the whole student typically achieves more than the expected outcomes of successful Title I programs. Discipline referrals decrease as academic achievement test results improve. And statistics often reflect an improvement in attendance after implementation of the *Positive Action* program.

Port Charlotte, Florida

Meadow Park Elementary School in Port Charlotte, Florida, has been chosen as one of twenty-three Successful Schools by the Florida Title I State Evaluation Advisory Panel. Based on 1994–95 and 1995–96 achievement data, 100 Florida schools were identified as having a clear pattern of sustained high achievement; twenty-three of those schools were identified as being highly successful schools.

The mission of Meadow Park Elementary School is to strive for educational excellence for all students. The school maintains high academic standards; takes risks to assure that the best programs and activities are implemented; provides a safe, positive school environment; and works to maintain active parental involvement. Every six weeks it hosts a Muffins-for-Mom, a Donuts-for-Dad, or a Pastries-for-Parents breakfast. The breakfasts are so well attended there is often not enough food.

Principal Patricia Riley says the *Positive Action* program has been used at Meadow Park for eight years. In the second year of the program, the staff noticed a marked decline in disciplinary referrals as the students began to use *Positive Action* language to monitor their own behaviors.

Meadow Park has approximately 970 students in grades K–5, and it continues to grow. The school serves a retirement community, so many of the parents are service workers, and there is a high turnover at the school.

"I'm blessed with a staff with a high degree of commitment to children," says Mrs. Riley. "*Positive Action* has enhanced our commitment. Our children's behaviors have been impacted by the *Positive Action* program. It has impacted the culture of our school. In fact, it is part of our culture now. We are always looking for more ways we can serve our students."

Thinking Skills

The *Positive Action* model can be one of the most effective tools in teaching thinking skills. Helping students become aware of their own mental processes enables them to examine their own logic and decision-making abilities.

Positive Action lessons give students many opportunities to practice critical thinking. The lessons are never lectures; they involve the students, and they require full mental participation. Numerous lessons use decision-making situations to present a concept. Students are encouraged to analyze the decision in terms of *Positive Action* concepts. *Positive Action* concepts often help them approach the situation in new ways and apply new approaches to everyday circumstances.

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The *Positive Action* model teaches directly such thinking skills as decision making, problem solving, creativity, learning new things, and memorization.

Physical Area

Comprehensive Health

Comprehensive health is another one of the *Positive Action* model's multipurpose applications. *Positive Action* moves students far beyond typical health education issues such as how the body works, how health professionals can help, good nutrition, and physical and dental hygiene. Students learn that drugs, alcohol, and violence are negative actions. The *Positive Action* program helps students realize that their thoughts, their actions, and their feelings accumulate to affect how their bodies feel and how they feel about themselves. *Positive Action* is a totally integrated wellness approach to health education.

Physical Education

Positive Action enhances physical education by teaching students the value of exercising, of getting enough sleep and rest, and of eating well to achieve peak performance. Moreover, its emphasis on cooperation instead of competition helps students participate readily. The introduction of physical positive actions, as important as intellectual or emotional positive actions, helps students learn how significant the care of their physical health is, how vital it is to get up and move, how much fun it is to play, and how good they will feel about themselves when they do.

Whole Person

Special Education

Because *Positive Action* concepts are simple and universal, special-education students benefit from these lessons and benefit from learning how to do positive actions and how to feel good about themselves.

Positive Action lessons are helpful in classes that work with children who need social and emotional learning; who have a diminished capacity to learn; or who are challenged physically with illness, injury, or genetic disability. The lessons address their areas of need and help them find language and actions to make them more effective and productive citizens.

The *Positive Action* program is also effective in classes where children have multiple difficulties intellectually, physically, and emotionally because the *Positive Action* program addresses all three domains. It helps teachers teach the skills of daily living.

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Teachers of special-education classes can participate in the *Positive Action* curriculum by reviewing all the grade levels and selecting one that is appropriate for the needs of their students, or they can adapt their grade-level curriculum to the needs of their students by retelling stories or concepts in appropriate language and simplifying the activities.

Parent Involvement

Parents are an integral part of the *Positive Action* program. The are active members of the *Positive Action* Committee as leaders and decision makers. They are invited to participate in *Positive Action* activities as volunteers, mentors, and role models. They teach and reinforce positive actions at home. Parents and community leaders foster partnerships that address issues that affect student well-being such as safety, community service, and academic enrichment. They share their expertise in business, athletics, arts, sciences, and government with students.

Positive Actions for Living was designed for parents to teach and reinforce positive actions at home and in the community. Some schools provide copies for parents, either through library check-out or through through purchase. Other schools provide parenting classes using *Positive Actions for Living* as a textbook.

Positive Actions for Living has received strong support form educators and reviewers all across the nation.

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Integration of Content Areas and *Positive Action* (Competencies)

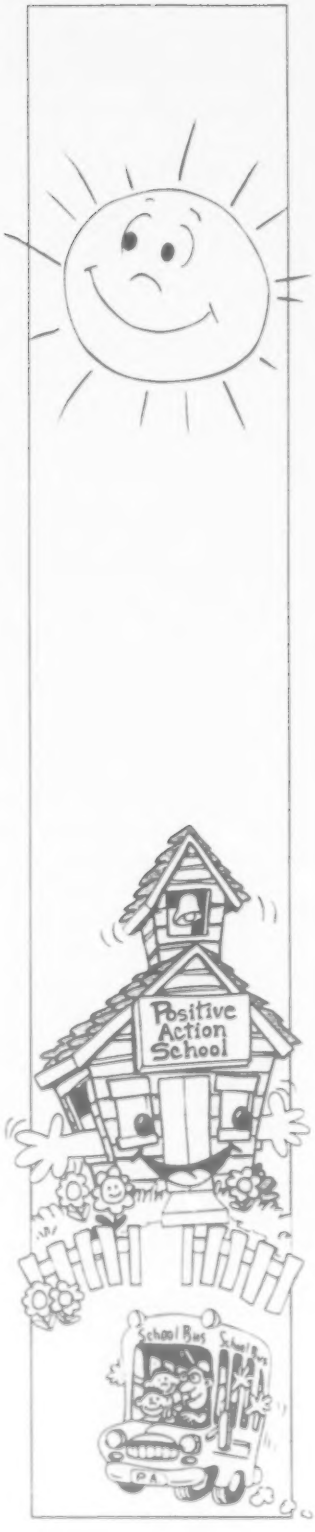
Grades K–6, Compiled

The *Positive Action* model integrates with and supports all academic content areas. In most of the lessons, direct applications of math and sciences, language arts, health, and the arts are practiced. Students utilize their skills and knowledge of subject areas in *Positive Action* activities.

The infusion of *Positive Action* into the whole school program through the curriculum, through the school-climate program, through parent and community involvement, has profound effects on the academics, athletics, arts, and technology. Everything becomes a positive action—learning to read, doing will in science and math, exploring art or literature, playing hard and playing fair—and leads to a stronger self-—and leads to a stronger self-concepts and feelings of capability. Students, teachers, and parents share a common *Positive Action* language, and they share a common goal: to be the best they can be, and intense motivator for each student to succeed.

Positive Action infuses the whole school with lifelong love of learning, of being curious and creative, and of critical thinking, decision making, and goal setting. These positive actions directly supports academic learning and content.

Social Studies Competencies 94
Language Arts Competencies 95
Health Competencies 97
Physical Education Competencies 98
Math/Science Competencies 98
Art Competencies 98
Music Competencies 99



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Social Studies Competencies

Students are taught the importance of developing positive relations with members of groups such as family, friends, school, and community, and how to improve those relations. Concepts including choice, group-wide rules, and getting along with others are integral parts of teaching the importance of relations with others.

The students will:

- Identify family, friends, and self as factors contributing to one's self-concept (K–6)
- Recognize that each person is special and unique (K–6)
- Identify positive and negative consequences of choices (K–6)
- Recognize the effects of choices on their contribution to society (K–6)
- Recognize the importance of managing the resources of time, energy, thoughts, actions, feelings, money, possessions, and talents (K–6)
- Identify the positive actions for getting along with others (K–6)
- List ways they like to be treated (K–6)
- Recognize that people universally like to be treated positively (K–6)
- Adopt the list of ways they like to be treated as their Code of Conduct, or ways to treat others (K–6)
- Practice personal, class, and school use of the Code of Conduct (treating others the way they like to be treated) (K–6)
- Identify getting along with others as a positive action for a healthy self-concept (K–6)
- Identify skills for getting along with others (K–6)
- Identify and use cooperation as important in getting along with others (K–6)
- Identify and use friendliness as important in getting along with others (K–6)
- Identify and use kindness as important in getting along with others (K–6)
- Identify and use respect for others as important in getting along with others (K–6)
- Identify and use empathy as important in getting along with others (K–6)
- Identify and use looking for the good in others as important in getting along with others (K–6)
- Identify and use saying kind things as important in getting along with others (K–6)
- Recognize the importance of taking responsibility for one's own actions (K–6)
- Recognize the importance of telling themselves the truth (K–6)
- Recognize the importance of doing what they say they will do (K–6)
- Recognize the importance of not blaming others or making excuses for personally created problems (K–6)
- Recognize the importance of knowing one's own strengths and weaknesses (K–6)
- Recognize the importance of persistence in setting and reaching goals (K–6)

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- Recognize and practice the importance of goal setting in developing themselves as constructive members of society. (K–6)

Language Arts Competencies

The *Positive Action* model uses language effectively and involves students in reading and writing activities. Moreover, *Positive Action* introduces students to positive communication skills, teaching them to become more effective communicators.

Reading Skills

The students will:

- Use and read their own language (3)
- Read orally and silently a variety of materials appropriate for the grade level (2–6)
- Read materials appropriate for the grade level (K, 1)
- Read aloud what they have written (2)
- Demonstrate an appreciation for reading (K)
- Value literature (4–6)
- Value literature as a way of learning (1, 2)
- Demonstrate a positive attitude toward reading (4–6)
- Value reading as a positive action and therefore important to self-concept (K–2, 4–6)
- Learn cause and effect of ideas and events (K)
- State cause and effect of ideas and events (1)
- Generate ideas (K–2, 4–6)
- Discuss ideas (K–2, 4–6)
- Analyze ideas (4–6)
- Compare and contrast ideas (4–6)
- Recognize cause and effect of ideas and events (2, 4–6)
- Use picture clues to recognize words (K)
- Identify and use figurative language (K, 4–6)
- Identify and use new vocabulary (K–6)
- Identify and recall important story events (K)
- Make inferences about materials read (K–6)
- Predict outcomes of material read (1–6)
- Draw conclusions and make judgements (K–2, 4–6)
- Recall facts and details in sequence (K–6)
- Identify main idea (K–6)
- Use their own written language in many ways (1)
- Identify various forms of literature (4–6)
- Experience various forms of literature (K–2, 4–6)
- Analyze various forms of literature (4–6)
- Recognize characterization (K, 1, 3)
- Identify characterization (2, 4–6)
- Identify tone in literature forms (K, 2–6)

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- Identify mood in literature forms (2–6)
- Classify and categorize items in a logical order (1–6)
- Follow oral and written directions. (K–6)

Speaking Skills

The students will:

- Express their thoughts and feelings to others (K–6)
- Use complete statements and questions (3–6)
- Participate in a variety of dramatic activities (puppetry, pantomime, role playing, plays, charades, character roles) (K–6)
- Use appropriate speaking behaviors for grade level (K–6)
- Memorize and recite poems or short passages (K–6)
- Ask questions (K–2)
- Ask clear, relevant questions (3–6)
- Use correct pronunciation (4–6)
- Give impromptu responses on various subjects. (4–6)

Listening Skills

The students will:

- Identify rhyming words (1)
- Listen and respond to stories, poetry, riddles, jokes, and music (K–6)
- Recall and retell what happened in sequence (K–6)
- Listen to others and respond (K–6)
- Listen to paraphrase, summarize, or retell ideas (1–6)
- Demonstrate appropriate audience behavior (4–6)
- Recognize the importance of listening in the learning process. (4–6)

Study Skills

The students will:

- Use study aids in reading and writing (boldface type, maps, summaries, graphs, charts, labels, etc.) (K–6)
- Find meanings of words in dictionaries (K–6)
- Use table of contents and an index (K–6)
- Use reference materials (K–6)
- Locate information in libraries. (K–6)

Writing Skills

The students will:

- Write their first and last name (K)
- Write their full name and address (2)
- Draw, paint, and write to express ideas (K)
- Attempt to write using their own invented spelling (K)
- Express meaningful ideas in writing (1)
- Express ideas in writing in words, sentences, paragraphs, stories, and poems (2–6)
- Write short paragraphs using proper format and content (2–6)
- Learn and use descriptive words, phrases, and clauses (2–6)

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- Take short dictation (1)
- Take dictation (2–6)
- Spell words correctly (2–6)
- Use apostrophes and commas (2–6)
- Demonstrate knowledge of capitalization rules. (3–6)

Health Competencies

In addition to teaching traditional health concepts such as nutrition, dental care, and hygiene, the *Positive Action* program helps students see those concepts in a new light: that they will feel good about themselves when they take care of their bodies and minds. The importance of *total* wellness, including physical, intellectual, and emotional health for a good self-concept, is emphasized.

The students will:

- Learn that a good self-concept is fundamental to physical and total wellness, and learn how they can improve their self-concepts (K–6)
- Identify, explain, and use the positive actions for good nutrition (K–6)
- Identify, explain, and use the positive actions for personal cleanliness (K–6)
- Identify, explain, and use the positive actions for daily physical exercise (K–6)
- Identify, explain, and use the positive actions for getting enough sleep and rest (K–6)
- Identify, explain, and use the positive actions for good dental hygiene (K–6)
- Identify, explain, and use the positive actions for avoiding harmful substances (1, 3–6)
- Identify, explain, and use the positive actions for avoiding things that harm the body (K)
- Identify, explain, and use the positive actions for avoiding harmful substances including identification of drugs and their effects (2)
- Identify, explain, and use the positive actions for dealing wisely with medicines (1, 2, 4–6)
- Identify, explain, and use the positive actions for dealing with medicines, and distinguish between use and abuse of drugs (3)
- Identify, explain, and use the positive actions for avoiding illness and not spreading disease (K–6)
- Learn the importance of emotional well-being for total wellness (K–6)
- Learn how to manage emotions positively, including feelings of anger, worry, jealousy, pride, fear, loneliness, and discouragement (K–6)
- Learn the positive actions for responding to peer pressure on issues involving health (1–6)
- Set physical self-improvement goals (K–6)
- Set emotional self-improvement goals (K–6)
- Explore ways in which people are unique (1)

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- Learn the importance of actively protecting the environment to protect their health (2, 4, 5)
- Learn the importance of good posture for good health. (6)

Physical Education Competencies

Physical positive actions are taught in Unit 2, focusing on a wellness model of health and safety.

The students will:

- Identify physical fitness as important to a good self-concept (K–6)
- Learn positive actions for exercise, including vigorous endurance exercises as well as warmup and cool-down exercises (K–6)
- Set physical self-improvement goals (K–6)
- Learn the importance of good posture for good health. (K–6)

Math/Science Competencies

The *Positive Action* program provides a framework for math/science competencies by providing application of specific math/science concepts.

Math

The students will:

- Learn and practice concepts involving time, including time management and calendaring (K–6)
- Learn and practice concepts involving money, including budgeting. (K–6)

Science

The students will:

- Learn and apply concepts of good nutrition (K–6)
- Grow plants and observe development. (K–6)

Art Competencies

Art projects are used extensively in the *Positive Action* program as a means by which students can express individually the concepts they learn in the program.

The students will:

- Draw and color pictures of themselves and others to illustrate feelings and moods (K–6)
- Draw, cut, and paste to portray people, situations, and ideas (K–6)

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- Use a variety of materials (e.g. straws, Styrofoam, feathers, toothpicks, etc.) In creating art. (K–6)

Music Competencies

Positive Action concepts are presented to children through a wide variety of original *Positive Action* songs.

The students will:

- Develop music skills by singing and listening to *Positive Action* songs (K–6)
- Learn songs that contribute to a positive school climate (K–6)
- Learn *Positive Action* concepts through the use of music. (K–6)

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Professional Development

Even though the *Positive Action* model comes with clear instructions and an easy-to-grasp philosophy, effective training helps get the program rolling and keeps it moving at a fast pace. The *Positive Action* model includes a professional-development package to insure that effective, proactive training is available at key points of the program.

Approaches to Professional Development 102

Materials for Professional Development 102

Personnel for Professional Development 105

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Approaches to Professional Development

The task of training faculty and staff members and keeping them involved, enthusiastic, and on track is a challenging task. The goals of the *Positive Action* professional development package are to:

- Teach faculty and staff members how the program works and why it's important
- Encourage and reinforce the excitement and success that faculty and staff members experience when they first start using the *Positive Action* program
- Update and revise the *Positive Action* program implementation to meet the physical, intellectual, and emotional development needs of the school's student population
- Network with other educators, parents, and communities
- Reactivate activities that might have lapsed.

The *Positive Action* professional-development package tailors training to the needs of the district and the school. Some districts or schools prefer to have *Positive Action* consultants train all their personnel. This option is more expensive, but is highly effective and intensely motivating. Others prefer to do their own training by using the *Positive Action* prepackaged training workshops kits. This option is cost-effective and assures a successful program when workshops are presented as instructed.

Other districts or schools have *Positive Action* consultants train key personnel who then present training workshops to district and school personnel. Still others have *Positive Action* consultants do the initial training and then provide ongoing training through the prepackaged workshop kits. The last two options are also highly effective because of the enthusiasm and knowledge imparted by the trainer. Their costs depend on the amount of participation of Positive Action Company.

Positive Action Company Trains

Positive Action Company provides the trainers and all the training kits. The district/school provides the facilities. *Positive Action* trainers are educators who have used the program with great success or Positive Action Company representatives with a profound knowledge of the *Positive Action* model.

The District/School Trains

The district or school purchases prepackaged training workshops kits and provides its own trainers. Trainers are usually personnel with high levels of responsibility for the program.

Materials for Professional Development

Positive Action Company has developed four training workshops:

- "Orientation Workshop"

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- "Publicity Workshop"
- "Ongoing In-Service Workshop"
- "Rejuvenation Workshop."

These workshops are available in three prepackaged kits. The "Orientation Workshop" and "Publicity Workshop" are packaged together in the *Training and Publicity Kit.* The other two workshops are packaged and sold as separate kits. The kits provide audiovisual materials, transparencies, music cassettes, and printed handouts.

Training and Publicity Kit

This is the first kit to be used in implementing the *Positive Action* program in a district or school. It contains the "Implementation Plan," which provides instructions on how to assess, plan, implement, and evaluate the *Positive Action* program in a district or school.

This kit contains the "Orientation Workshop," which gets the program started, and the "Publicity Workshop," which instructs *Positive Action* participants how to publicize the positive events that are happening at the school.

"Orientation Workshop"

The "Orientation Workshop" is conducted at the beginning of the first year. It introduces faculty, staff members, administrators, parents, and interested community members to the *Positive Action* program. This three-hour session teaches the *Positive Action* philosophy and shows how the program is constructed of five building blocks that support the philosophy and one another. This workshop demonstrates how lessons are taught and outlines the roles of administrators, faculty, staff members, and parents and community members in the program. The model's goals and projected outcomes are then presented, using examples of what other schools have achieved with the *Positive Action* model and how they achieved it.

At the beginning of subsequent years the "Orientation Workshop" should be presented to all new faculty and staff members and new parents.

"Publicity Workshop"

The "Publicity Workshop" instructs administrators, faculty, and support-staff members in how to get information to broadcast and print media. It teaches participants how to write a press release, how to determine what is newsworthy and what isn't, and how to get the good news of student positive actions out to the community. Although the "Publicity workshop" is usually presented at the beginning of the year, it may be presented at any appropriate time.

Ongoing Professional-Development Kit

"Ongoing In-Service Workshop"

Ongoing professional development is provided through seven "Ongoing In-Service Workshops" contained in this kit. These seven workshops help professionals gain a more in-depth understanding of the *Positive Ac-*

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tion model and how its five building blocks fit together. These developmental workshops also give attendees opportunities to share exciting and heart-warming affects positive actions are having in their part of the school. They also provide a constructive base for discussing problems and working out positive solutions to make the program run more smoothly.

The kit also suggests additional options to further enhance professional awareness of the effect of the program:

- Monthly or weekly lessons from *Positive Actions for Living* can be presented at faculty meetings.
- *Positive Action Update*, *Positive Action Results!*, and *Success Stories* are effective materials that help faculty and staff members stay on track with the program.
- Teachers and counselors can present the results of research from Elias and Goleman, researchers who study emotional and social learning, and discuss how the *Positive Action* program supports the research.
- Principals or counselors can share empirical measures of the school's performance such as attendance, discipline, academic achievement, and anecdotal evidence of improvement.

Rejuvenation Kit

When schools let the *Positive Action* program die down or die out, they start to miss the program's positive effects. Students aren't as happy with themselves or as motivated to achieve, they have more trouble getting along with one another, and disciplinary referrals creep up month by month.

The *Positive Action* program has proven over time to get results in all schools nationally and internationally. *Positive Action* schools are celebrated as Blue Ribbon Schools and Safe and Drug-Free Schools, schools that make a difference for students, parents, and community.

It is more cost effective, makes more sense, and is less stressful to rejuvenate a program that works well than to survey new programs; look at the research; order a test kit; do the trial runs; implement the program with all of the training, anxiety, and uncertainty that causes; and then do an evaluation only to find out it was not as effective as the *Positive Action* program.

Although the program is successful as it is written, the *Positive Action* schools that enjoy the most long-term success are schools that tailor the program to their needs and expectations. The *Positive Action Rejuvenation Kit* provides tools to help schools do just that. It contains the "Rejuvenation Plan" and the "Rejuvenation Workshop."

"Rejuvenation Plan"

Positive Action's new "Rejuvenation Plan" is a step-by-step process that helps tailor the program to specific needs and student populations. It is a workbook with forms and worksheets that help staff members through the four processes of renewal: assessment, planning, implementation, and evaluation. It also helps staff members evaluate where the program is and where it needs to go. It includes everyone involved with the *Positive Action* program: teachers, parents, students, faculty, support-staff

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members, and community members. During this process, educational requirements of staff are defined and then implemented.

"Rejuvenation Workshop"

The "Rejuvenation Workshop" is presented at the beginning of subsequent years. It reinforces *Positive Action* concepts and components and sets the stage for the "Rejuvenation Plan." It can be presented by staff developers or by a *Positive Action* consultant.

Personnel for Professional Development

Staff developers have a large responsibility: providing training that assures that the program is implemented correctly and that instruction of the curriculum is appropriate and effective. Detailed roles and expectations for trainers are explained in the *Training and Publicity Kit, Ongoing Professional-Development Kit,* and *Rejuvenation Kit.* Workshop scripts are provided along with appropriate supporting materials.

District Staff Developers for *Positive Action*

District staff developers are key to the successful implementation of the program, to staff compliance, and to the sharing of stories and strategies that keep people enthusiastic. Presenting lively, engaging workshops; sharing information and experiences; and networking are the crux of these responsibilities. The workshops can be taught by the trainers or can be provided as a contract service from Positive Action Company. Both school and district trainers assume the responsibility for the day-to-day mentoring and communication needed for teachers and staff members to stay on track.

Here are the roles and responsibilities assumed by district staff developers:

- Conduct "Orientation," "Publicity," and "Rejuvenation Workshops" as needed
- Conduct staff-development meetings for *Positive Action* Coordinators three times a year
- Communicate with Positive Action Company for information about new products, services, and training
- Network throughout the year with other *Positive Action* trainers, teachers, and coordinators
- Provide training and support for parent and community groups associated with the *Positive Action* program
- Verbalize positive expectations for *Positive Action* Coordinators and teachers.

Positive Action Consultants

Positive Action consultants are highly qualified teachers and administrators who have long-term experience with the program. Their primary function is to jump-start a program and to instill enthusiasm, knowledge,

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and commitment. Positive Action Company also provides long-term support in networking opportunities with other schools, shares the latest information and research, answers questions, and suggests problem-solving strategies.

Here are the roles and responsibilities that can be assumed by *Positive Action* consultants:

- Conduct "Orientation," "Rejuvenation," "Ongoing In-Service," and "Publicity Workshops"
- Conduct training for staff developers, *Positive Action* Coordinators, and principals
- Encourage and support schools through site visits, communication, and inspiration
- Share strategies and actions that have worked in other schools
- Provide networking capabilities to link *Positive Action* schools.

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Replicability

The *Positive Action* model is designed for easy replication in a wide variety of settings. Its lessons are planned and prepared in a systematic approach that takes the guesswork out of what the teacher needs to teach. Each lesson has the same emphasis each time it is taught, regardless of who the teacher is. And other components of the program yield consistent results in a variety of settings. Its built-in replicability has made *Positive Action* the model of choice for successful comprehensive school reform.

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Why *Positive Action* Can Be Replicated

All school-reform programs claim to "work," but for a program to be truly useful it must yield consistent, predictable results in a wide variety of settings when implemented by ordinary educators. The *Positive Action* program is such a program. It has a number of built-in characteristics that guarantee its replicability in any setting:

Universal Concepts

Another aspect that supports the ease of replicating the *Positive Action* model is that its concepts are universally accepted. In fact, the concepts are just plain common sense. There is no personal conflict in doing the lessons. Everyone wants to feel good about him-or herself. Students and teachers alike are eager to learn and do positive actions. The *Positive Action* model works for everyone.

The *Positive Action* model has been taught in over 7,000 schools over the last twenty years. It is taught in every state in the United States and has produced the same results in rural and urban settings, in schools in blue-collar neighborhoods, in schools with a very high percentage of low-income families, and in schools with high achieving, professional parents.

Even language and cultural differences do not interfere with the replicability of the *Positive Action* model. Numerous international schools and Department of Defense Schools around the world use the *Positive Action* model.

Fully Prepared Curriculum Materials

One of the many strengths of the *Positive Action* model is the ease with which it can be replicated. Fully scripted lessons and all required materials are packed together as a complete unit. When it is time to teach a lesson, teachers don't have to wonder how to present it. They just open the *Teacher's Manual* to the appropriate page, get the materials out of the box, and teach the lesson. Instructions are clearly spelled out and easy to follow. The lesson could be handed to any teacher and it would be taught in the same way.

Having all teachers use the same prepared, standardized lessons, materials, and instructions insures that the model will be replicated each time it is used and that the expected results will be obtained.

Learning Styles

The *Positive Action* model addresses all learning styles, which increases replicability. Its varied approach accommodates all students whether they are visual, audio, kinesthetic, multisensory, or special learners. Colorful activity sheets reach visual learners, read-aloud stories and music appeal to audio learners, hands-on doing of positive actions attracts kinesthetic learners, and feeling good about themselves affects them all in significant ways. Its varied approach makes it possible for the *Positive Action* model to be replicated in a variety of classroom settings, cultural influences, and economic conditions regardless of learning styles.

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Continual Reinforcement (School Climate)

But the *Positive Action* model is more than a set of well-integrated classroom lessons. Other components greatly increase the replicability the model. The school-climate program, which is built on the same philosophy and set of uniform concepts, extends the classroom lessons. The positive actions students learn in the classroom are reinforced in the halls, in the lunchroom, on the playground, and in sports and other school activities by teachers, staff, and administrators. Schoolwide assemblies and special activities are held to recognize and celebrate *Positive Action* results. The school-climate program unites the whole school by focusing everyone on doing positive actions. Consistently reinforcing positive actions in each aspect of the school produces the same results in every school that implements the *Positive Action* model.

Parent and Community Involvement

The *Positive Action* model's Parent and Community program teaches parents and community members about positive actions. Helping them understand the premise of the *Positive Action* model encourages them to reinforce student positive actions beyond the influence of the school atmosphere. Reinforcing positive actions in all areas of student life insures more complete replication of the model.

Standardized Training

How do teachers know how to teach positive actions? How do staff members and administrators know how to reinforce positive actions? The *Positive Action* model trains them. Planned, standardized orientation and on-going professional development packages are integral components of the model. Training all school personnel in the philosophy, unit concepts, structure, and goals of the model helps them see how the model operates and how important their role is. Consistently presenting the model to the professionals who use it boosts replicability.

Proven Track Record

The *Positive Action* model has a proven track record of replicability. When the *Positive Action* model is implemented in a school, some of the results that will be observed are:

- An increase in student, teacher, and staff self-concept
- An increase in student academic achievement
- An increase in attendance by students and teachers
- An increase in student cooperation
- A decrease in discipline referrals
- A more positive school atmosphere.

Because each aspect of the model is designed to support and reinforce the others, a systemic effect prevails throughout the whole model. The model comes out the same each time it is implemented because each person uses positive actions to reinforce everyone else's positive actions.

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National Education

The *Positive Action* program has been replicated in thousands of schools over the last two decades. Below is a list of selected *Positive Action* schools that have agreed to share their *Positive Action* experiences. Call the contact person at any of these schools to find out how easy the program is to replicate and how effective it is. You may also call Positive Action Company for the names of more schools in your area.

Alabama

- Cullman County School District
  P.O. Box 518
  Cullman, AL 35056
  Peggy Jean Doss
  Drug Coordinator
  205 734–2933

- McDonnell Elementary School
  4010 Binderton Place
  Huntsville, AL 35805
  Dr. Linda Winters
  Principal
  205 650–4380

Arizona

- Fort Mohave Elementary School
  1760 Joy Lane
  Bullhead City, AZ 86430
  Lee Robinson
  Principal
  520 768–3986

- Gilbert United School District
  140 South Gilbert Road
  Gilbert, AZ 85296
  Sheryl Henning
  Assistant Superintendent
  602 497–3355

Arkansas

- Mammoth Springs Elem. School
  P.O. Box 370
  Mammoth Springs, AR 72554
  Ruth Shaw
  Principal
  870 625–7213

California

- Eucalyptus Elementary School
  11224 10th Avenue
  Hesperia, CA 92345
  Carol Scissel
  Positive Action Coordinator
  760 949–0815

- Lime Street Elementary School
  16852 Lime Street
  Hesperia, CA 92345
  Tim Wallace
  Principal
  619 244–0512

Colorado

- Cottonwood Plains Elem. School
  525 Turman Drive
  Fort Collins, CO 80525
  Dr. Valerie Trujillo
  Principal
  970 669–6223

- Knight Academy
  3425 East Exposition Avenue
  Denver, CO 80209
  Amener Williams
  Positive Action Coordinator
  303 722–4681

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• Parkview Elementary School 609 South Stanolind Avenue Rangley, CO 81648	Mary Lansing Principal 970 675–2267
• Russell Elementary School 5150 Allison Street Arvada, CO 80002	Kim Summeril Principal 303 982–2145

Delaware

• East Dover Elementary School 852 South Little Creek Road Dover, DE 19901	Mrs. Wilson Counselor 302 672–1659
• Seaford School District One Delaware Place Seaford, DE 19973	Dr. Stephen Swartz Assistant Superintendent 302 629–4504

Florida

• Blountstown Middle School 611 Mayhaw Drive Blountstown, FL 32424	Gary Cox Principal 904 674–8234
• Buckhorn Elementary School 2420 Buckhorn School Court Valrico, FL 33594	Donna St. Peter Principal 813 744–8240
• Citrus Park Elementary School 770 Gunn Way Tampa FL. 813 920-5524	Marsha McKenna Counselor 813 920-5524
• Frances K. Sweet Magnet School 1400 Avenue Q Fort Pierce, FL 34950	Gerri McPherson Principal 561 468–5330
• Meadow Park Elem. School 3131 Lakeview Boulevard Port Charlotte, FL 33948	Patricia Riley Principal 941 625–7000
• Pinewood Elementary School 5200 S.E. Willoughby Boulevard Stuart, FL 34997	Sandy Kesslering Principal 561 287–0002
• Rosewood Elementary School 3850 16th Street Vero Beach, FL 32960	Carolyn Bayless Elementary Specialist 561 564–3840
• Sunrise Elementary School 375 Marlon Oaks Course Ocala, FL 34473	Russell Corley Assistant Principal 352 347–1198

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• Tomoka Elementary School 999 Old Tomoka Road Ormond Beach, FL 32174	Carl Persis Principal 904 676–1200
• Yulee Middle School P.O. Box 68, U.S. Hwy. 17 Yulee, FL 32097	Sharyl Wood Principal 904 261–4818

Georgia

• Eastbrook Middle School 700 Hill Road Dalton, GA 30721	Susan Clark Assistant Principal 706 278–6135
• Mock Road Elem. School 2237 Cutts Drive Albany, GA 31705	Vicky Gordy Principal 912 431–3384
• Morningside Elem. School 120 Sunset Lane Albany, GA 31705	Elizabeth Wolfe Principal 912 431–3387

Hawaii

• Ali'iolani Elementary School 1240 7th Avenue Honolulu, HI 96816	Haroldeen Wakida Principal 808 733–4750
• Ele Ele Elementary School P.O. Box 38 Eleele, HI 96705	Daniel Hamada Principal 808 335–5214
• Kahului Elementary School 410 Hina Avenue Kalului, HI 96732	Mrs. Manini Principal 808 873–3055
• Koloa Elementary School 3223 Poipu Road Koloa, HI 96756-9528	Arlene Caday Principal 808 742–9966
• Nahienaena Elem. School 816 Niehu Street Lahaina, HI 96761	Wendy Johannsen Counselor 808 662–4020
• Pearl City Elem. School 1090 Waimano Home Road Pearl City, HI 96782	Howard Humphreys Principal 808 453–6455
• Wilcox Elementary School 4319 Hardy Street Lihue, HI 96766	Ernest Dela Cruz Principal 808 274–3150

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Idaho

- Dworshak Elem. School
  102 East 19th Street
  Burley, ID 83318
  Dan McCarty
  Counselor
  208 678–6615

- Downey Elementary School
  P.O. Box 177
  Downey, ID 83234
  Burnadene Dawson
  Principal
  208 897–5220

- North Gem Elem. School
  322 South Main
  Bancroft, ID 83217
  Candy Rindlisker
  Head Teacher
  208 648–7848

- Sunnyside Elementary School
  101 West Riverside Avenue
  Kellogg, ID 83837
  Steven Sheppard
  Principal
  208 784–1249

Illinois

- Leaf River Elementary School
  605 South Main
  Leaf River, IL 61047
  Allan Boucher
  Principal
  815 738–2226

Indiana

- Jefferson Elementary School
  528 South Eddy Street
  South Bend, IN 46617
  Mark Tulchinsky
  Principal
  219 289–5571

- Sunnyside Elementary School
  2601 South 14th Street
  New Castle, IN 47362
  Linda Kinnett
  Principal
  317 521–7209

Iowa

- Fairview Elementary School
  525 East 18th
  Carroll, IA 51401
  Gary Hutchinson
  Counselor
  712 792–8030

Kansas

- El Dorado U.S.D.
  1518 West 6th Avenue
  El Dorado, KS 67042
  Ginger Connell
  Principal
  316 321–5520

- Lincoln Elementary School
  522 West 5th Avenue
  El Dorado, KS 67042
  Bernadette Spradling
  Principal
  316 321–4024

- Louisberg Elementary School
  P.O. Box 367
  Louisberg, KS 66053
  Judy Dearwester
  Social Worker
  913 837–3633

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Louisiana

• Cohn Elementary School 805 North 14th Street Port Allen, LA 70767	Darlene Chawvin Principal 504 343–7164
• Lukeville Elementary School 6123 Highway #1 South Brusly, LA 70719	Cynthia Thomas Principal 504 749–8386
• Mary Church Turell 3411 Broadway Street New Orleans, LA 70125,	Dorothy A. Nelson Title-1 Coordinator 504 483–6135
• Shreveport Elementary School 2226 Murphy Street Shreveport, LA 71103	Joyce Carter Principal 318 222–3397

Maryland

• Mount Harmony Elem. School 900 West Mount Harmony Road Owings, MD 20736,	Joe Fisher Counselor 410 257–1611

Massachusetts

• Campbell Elementary School Phillips Road New Bedford, MA 02745	Mario Jordin Principal 508 997–4511

Michigan

• Barhite Elementary School 6080 Roberta Street Burton, MI 48509	Susan Hobson Principal 810 742–9662
• Sherwood Park Elem. School 3859 Chamberlain Avenue S.E. Grand Rapids, MI 49500	Judy Freeman Principal 616 771–3095
• North Huron Elementary School 69 Michigan Street Kinde, MI 48445	Robin Phillips Title-1 Cordinator 517 874–4103

Minnesota

• Neveln Elementary School 1918 East Oakland Avenue Austin, MN 55912	Amy Aanesen Principal 507 437–6669

Mississippi

• Simons Elementary School Highway 12 West., P.O. Box 366 Hollandale, MS 38748	Maxine Lawton Counselor 601 827–2024

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Missouri

• Carthage School District R9 714 South Main Street Carthage, MO 64836	Tom Bewick SDFS Coordinator 417 359–7085
• Marion C. Early Elem. School P.O. Box 96 Morrisville, MO 65710	Claudia Lower Counselor 417 756–2115

Montana

• Ashland Elementary School P.O. Box 17 Ashland, MT 59003	Peggy Smith Principal 406 784–2568
• Elder Grove Elementary School 1532 South 64th Street West Billings, MT 59106	Ronald Bender Principal 406 656–2895
• Eureka Elementary School P.O. Box 2000 Eureka, MT 59917	Craig Sands Principal 406 296–2131

Nevada

• Harriet Treem Elem. School 1698 Patrick Lane Henderson, NV 89014	Sharon Garhardt Principal 702 799–8765

New York

• Berea Elementary School 946 State Route 17K Montgomery, NY 12549	Anthony Cimorelli Principal 914 457–3191
• DiChiaro Early Childhood School 373 Bronzville Road Yonkers, NY 10708	Diane Harkin Principal 914 376–8565
• Northwest Elementary School 450 County Line Road Amityville, NY 11701	Debbie Casesi Counselor 516 789–6243

Ohio

• Valley View Elementary School 17200 Valley View Drive Cleveland, OH 44135	Angela Zaccardelli Principal 216 251–6124
• Waterford Elementary School P.O. Box 41 Waterford, OH 45786	Paul Hickerson Principal 614 984–2342

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Oklahoma

• Monroe Elementary School 400 West Cottonwood Avenue Enid, OK 73701	Mary Lou Manshreck Counselor 405 237–5225
• Roosevelt Elementary School P.O. Box 1009 Lawton, OK 73501	Bill Ingram Principal 405 355–0199
• Liberty Elementary School 136 Dogwood Sallisaw, OK 74955	Debbie Phillips Principal 918 775–4741
• Penn Elementary School 2138 East 48th Street North Tulsa, OK 74130	Doris Pattillar Principal 918 595–2777

Pennsylvania

• Quarryville Elementary School 211 South Hess Street Quarryville, PA 17566	Kathleen Hood Principal 717 786–2546

Tennesse

• Granbery Elementary School 550 Hill Road Brentwood, TN 37017	Robert Sadler Principal 717 786–2546
• Chadwell Elementary School 321 Port Drive Madison, TN 37115-3424	Jim Pinckley Counselor 615 860–1459

Texas

• Clarksville Elementary School P.O. Box 1016 Clarksville, TX 75426	Michelle Slaton Counselor 903 427–3891
• Galen R. Elof Elementary School 6335 Beech Trail Converse, TX 78109	Katie Wilkinson Principal 210 666–5057
• Noonan Elementary School 701 West 3rd Street Alice, TX 78332	John Jackson Principal 512 664–7591
• Tuloso Midway Primary P.O. Box 10900 Corpus Christi, TX 78460	Sharon Saba Counselor 512 241–5610

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Utah

• Circleville Elementary School 300 South Center Circleville, UT 84723	Dan Westwood Principal 801 577–2551
• Franklin Elementary School 355 South 600 West Provo, UT 84601	Marlin Palmer Principal 801 374–4925
• Nephi Elementary School 380 East 200 North Nephi, UT 84648	Betty Mikkelsen Principal 801 623–0328
• Timpanogos Elementary School 449 North 500 West Provo, UT 84601	Rosemarie Smith Principal 801 374–4955

Virginia

• Cedar Road Elementary School 1605 Cedar Road Chesapeake, VA 23320	Colleen Leary Principal 757 547–0166

Washington

• Gildo Rey Elementary School 1005 37th Street S.E. Auburn, WA 98002	Kay Nilsen Principal 253 931–4592

Wisconsin

• Grewenow Elementary School 7714 20th Avenue Kenosha, WI 53143	John Fountain Principal 414 653–6362

International Education

The *Positive Action* program is currently used in numerous International Schools and Department of Defense Schools around the world.

Former Soviet Union

USSR Academy of Pedagogical Sciences

Moscow, Russia, 1987–1990 (Joint project to implement the Positive Action program in the national curriculum.) The *Positive Action* program was presented to the Ministries of Education in the following cities by Carol Gerber Allred, Ph.D., through the USSR Academy of Pedagogical Sciences:

- Moscow, Russia, November 1987–present

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- Institute of General and Psychological Sciences, Moscow, Russia, September 1988
- Tblisi, Georgia, September 1988
- Riga, Latvia, September 1988
- Tallinn, Estonia, September 1988
- Irkutsk, Siberia (Russia), 1989
- Kiev, Ukraine, 1989
- St. Petersburg (Leningrad), Russia, 1989, 1990
- Sociological and Psychological Center, Simferopol, Crimea, 1989, 1990 (partly private)

Positive Action International Company

Positive Action International Company was created in Russia to carry on with the project, 1991–present.

Italy

Universita Degli Studi Dell'Aquila

Professor Pantaleoni, 1990–1992 (Joint project to implement the *Positive Action* program in the national Italian curriculum.) The *Positive Action* program was presented to the following groups by Carol Gerber Allred, Ph.D., for introduction to Italy and Europe:

- European Conference on English as a Second Language, Abruzzo, Italy, 1992 (Carol Gerber Allred was a U.S. delegate.)
- Lion's Club International of Italy
- Assistant Minister of Education of Italy

Germany

John F. Kennedy School

Berlin, Germany, 1989, 1990 (project to pilot the *Positive Action* program for implementation into the German Public School System) The *Positive Action* program was presented to the following groups by Carol Gerber Allred, Ph.D., for introduction to Germany:

- Berlin Superintendent of Schools, 1991–1992
- German Political Party (Green), Berlin, 1992

Egypt

Ministry of Education

Cairo, Egypt, April 1989 Carol Gerber Allred served one month on a team of USAID educators as a consultant to Egyptian Ministry of Education to assist in setting up a Curriculum Development Department for the Egyptian Ministry of Education.

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Positive Action Results

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School Success with *Positive Action*

Prevention

Nashville, Tennessee

The *Positive Action* program affects violent behavior in a measurable way. During its first year at Park Avenue Elementary School, student fights decreased 76 percent and office referrals dropped 51 percent from the previous year.

Birmingham, Alabama

Gang activity at Jones Valley Middle School dropped significantly after the *Positive Action* program was implemented. Students trained in *Positive Action* often alert teachers if they suspect someone has brought a weapon to school.

Nephi, Utah

Nephi Elementary School in Nephi, Utah, is a safe and drug-free school. In 1995–96 and 1996–97 Nephi students participated in the National Guard Border-to-Border Bike-a-thon, a special event that celebrates safe, healthy, clear-headed kids. Because all the students in the school pledged to be drug- and violence-free for a year, they met the governor twice in special ceremonies.

By fall 1997 Nephi had been a *Positive Action* school for thirteen years. Principal Betty Mikkelsen believes the *Positive Action* prog am has helped her students stay safe and drug-free. "Our PTA was very involved with the initiation of *Positive Action.* They supported it. It was a community endeavor.

"We always score above the state average, but the behavior of the kids is what is special. Come and see this building; it looks brand-new. The murals are perfect; they are a continual evidence of care. This turns out to be economic: What you don't spend on vandalism, you can spend on instructional projects. We have very sophisticated computers that the students can use to work on special projects.

"Because of *Positive Action,* we now have a language to use to talk to students about their behaviors. Our children can process how they see themselves and what they can do to make things better. Most of the time a kid will come in honest with himself."

Self-Concept

Calvert County, Maryland

In 1990–92 a study was conducted at Mount Harmony Elementary School in Calvert County, Maryland, to determine *Positive Action's* effect on the self-concept of students. Pre-tests were conducted before the staggered implementation of *Positive Action* in September 1990 and 1991. Post-tests were conducted after the implementation of *Positive Action* in June 1991 and 1992. Self-concept was measured using the Behavioral Academic Self-Esteem (BASE) instrument. Average BASE ratings showed significant increases in student self-concept.

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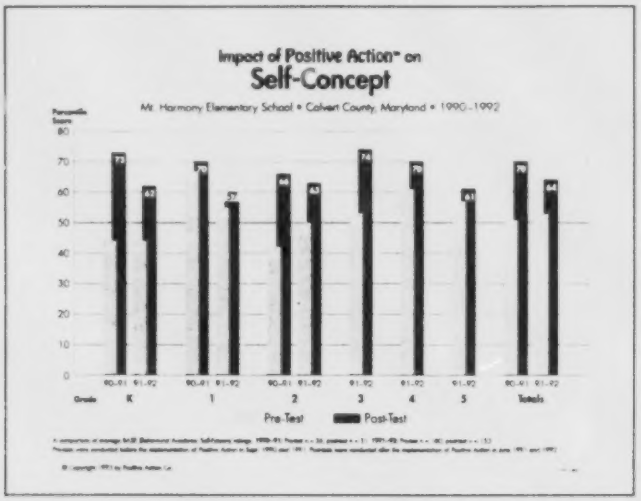

Port Monmouth, New Jersey

In 1986 the *Positive Action Self-Concept Scale for Students* was administered to *Positive Action* students grades 1 through 4. Qualitative analysis showed that scores of 53.5 percent of the 308 students increased during the school year.

Honolulu, Hawaii

Evaluation of the effects of the *Positive Action* program on students in grades 1 through 6 at Royal School in 1984 revealed a statistically significant increase in students' self-concepts after just five months of *Positive Action* as measured by the *Positive Action Self-Concept Scale for Students.*

Boise, Idaho

The *Positive Action* program made a significant difference in 1982–83 in the self-concepts of students as measured by an adapted version of the *Piers-Harris Children's Self-Concept Scale* entitled *Positive Action Self-Concept Scale for Students* in two treatment schools as compared to two control schools. A comparison of mean differences between pre- and posttest scores for students in the two schools showed a 2.343 gain in t-scores (significant at the .01 level) among students in the *Positive Action* school.

Increase in Self-Concept

Boise, Idaho 1982-83

(Post- minus pre- scores t-test on the *Postive Action Self-Concept Scale for Students)*

School	N	Mean	S.D.	t-score
Positive Action School	116	1.0063	4.95	
Nontreatment School	116	.44828	4.86	2.343*

** Significant at the .01 level*

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Twin Falls, Idaho

A two-year evaluation in 1978 and 1979 comparing a *Positive Action* school and a nontreatment school showed that steady increases occurred in the self-concepts of a high percentage of *Positive Action* students as measured by the *Positive Action Self-Concept Scale for Students.*

Increase in Self-Concept

Percent of students whose self-concept scores increased 15 percent or more
Twin Falls, Idaho
Grades 1–6 1977–78 and 1978–79

	Positive Action School	Non-Treatment School
Year	+15% or more	+15% or more
1977–78	30.2	21.7
1978–79	32.5	22.6

Increase in Self-Concept

Mean increase in self-concept
Twin Falls, Idaho
Grades 1–6 1977–78 and 1978–79

	Positive Action School		Nontreatment School	
Grade	N	Mean	N	Mean
1	81	5.901	88	.602
2	93	.913	99	1.212
3	59	.339	73	.356
4	63	2.794	90	.978
5	71	1.070	72	1.167
6	80	3.337	46	.065
Total	446	2.469*	468	.688

** Analysis of variance produces a level of significance at the .0003 level.*

Discipline

Alice, Texas

Discipline referrals at Noonan Elementary School dropped as much as 60 percent since the school started using the *Positive Action* program in 1990.

Coatesville, Pennsylvania

In the first three years of using the *Positive Action* program, discipline referrals at Carl Benner Elementary School declined 75 percent.

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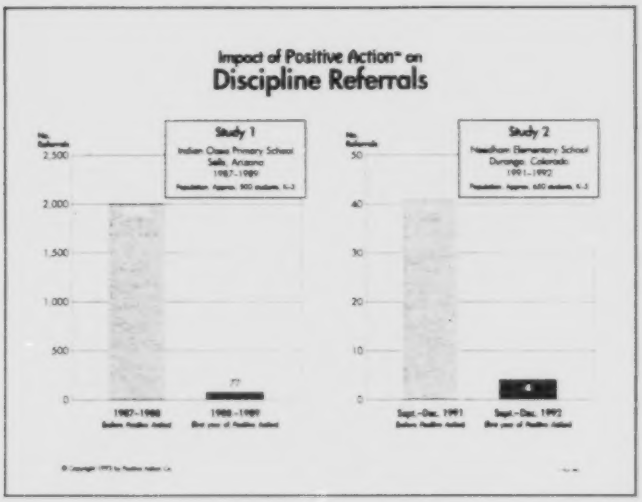

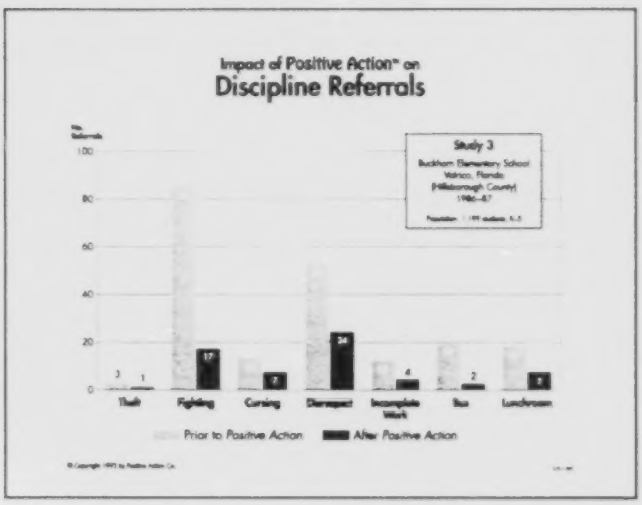

Durango, Colorado

During the first *Positive Action* trimester, September–December 1992, at Needham Elementary School discipline referrals decreased. There were only four serious discipline referrals compared to 41 in the same period in 1991, the year before *Positive Action.* Playground conflicts and bus citations also dropped dramatically.

Sells, Arizona

In 1987–88, the year prior to adopting *Positive Action*, Indian Oasis Primary School experienced over 2,000 discipline referrals from a student body of about 500 in grades K–3. In 1988–89, the first year of *Positive Action*, there were 77 discipline referrals. Since then discipline referrals continue to decrease.

Valrico, Florida

In 1986–87 Buckhorn Elementary School charted the change in types of discipline referrals after adopting the *Positive Action* program. The school saw declines in every area—theft, cursing, incomplete assignments, bus and lunchroom problems, and especially, dramatic drops in fighting and disrespectful behavior.

McMinnville, Oregon

Discipline problems at Adams Elementary School steadily declined after the implementation of the *Positive Action* program in 1985. With 407 students in Grades K through 5, only 17 students were referred to the principal by teachers in the 1986–87 school year compared with 57 in 1984–85 and 162 in 1982–83.

Albany, Georgia

During the first *Positive Action* year (1992–93) at Morningside Elementary School, 149 students were sent to the principal's office because of discipline problems compared with 257 the year before. This is a reduction of 42 percent.

San Antonio, Texas

The year before starting *Positive Action*, Spring Meadows Elementary School, with a student body of 750, had 440 discipline referrals. The first year there were 113; the next year there were 8 in the first half.

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Twin Falls, Idaho

A 3½-year study (1977–June 1980) of two schools, one a *Positive Action* school and the other a control school not using the program, showed a steady decline in the number of *Positive Action* students booked by law-enforcement officials.

Number of Students Booked by Law-Enforcement Officials in 1977, 1978, 1979, and to June 1980

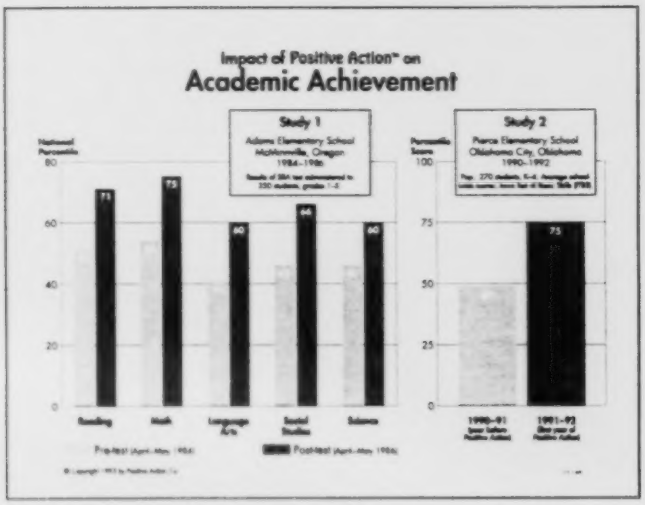
Year	Treatment School	Nontreatment School	%*
1977	31	7	442.9
1978	18	9	200.2
1979	10	15	66.6
1980	2	8	25.0

** Treatment-school frequency divided by control-school frequency.*

Academic Achievement

Coatesville, Pennsylvania

At Carl Benner Elementary School, a school with a large at-risk population, disciplinary referrals dropped 75 percent, and aggregate test scores on the California Achievement Test quadrupled within the first three years of adopting the *Positive Action* program.



Oklahoma City, Oklahoma

In 1990–91, before adopting *Positive Action*, Pierce Elementary School was facing state-sanctioned closure because its performance was so poor. After the first year of *Positive Action* in 1991–92, Iowa Test of Basic Skills scores increased an average of *26 percentile points.* After studying *Positive Action*, students understood the actions they needed to take in order to achieve, the principal explained. They also received consistent reinforcement for their positive behavior.

McMinnville, Oregon

In 1985–86 at Adams Elementary School student SRA scores increased an average of 20 percentile points in reading, social studies, language arts, and math after one year of *Positive Action.* Science scores went up 14 percentile points in the same time period.

Ft. Pierce, Florida

When Sweet Elementary School adopted *Positive Action* in the spring of 1992, fourth-grade math scores on the Stanford Achievement Test were in the 58th percentile. In 1995, their third year of *Positive Action*, they

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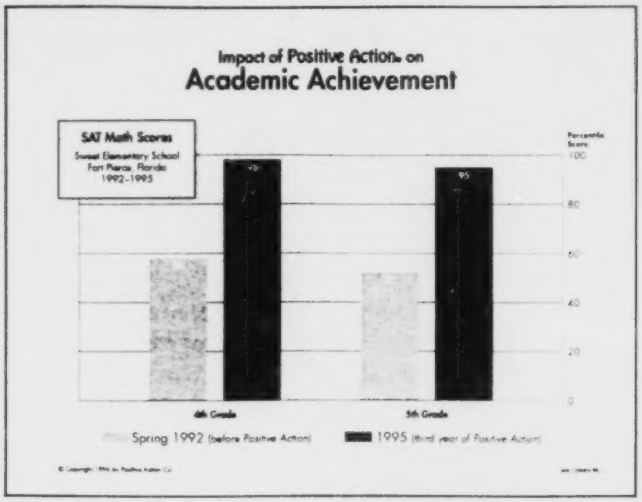

were in the 98th percentile. Fifth-grade math scores increased from the 52nd percentile in 1992 to the 95th percentile in 1995.

Cleveland, Ohio

Valley View Elementary School was in its third year of using the *Positive Action* program in 1996–97 when its achievement test scores were 17 percent above the state average and were the highest in the district.

Yonkers, New York

At DiChiaro Early Childhood School, an urban K–3 magnet school, academic test scores have gone up dramatically since the *Positive Action* program was adopted. In 1994 reading scores were at the 50th percentile; in 1997 they were at the 95th percentile.

Port Charlotte, Florida

In 1989, the first year of using the *Positive Action* program, principal Tom Herdtner recorded 129 discipline referrals in Meadow Park Elementary School in the first four months of the school year. That compared with 151 referrals in the same period the year before.

Alice, Texas

When Noonan Elementary School started using the *Positive Action* program in 1990, student academic achievement was the lowest in the district. In 1996 its academic achievement was the highest in the district.

Attendance

Washington, D.C.

In the 1997–98 school year Brent Elementary School, an urban Washington, D.C., school in its third year of using the *Positive Action* program, enjoyed an attendance rate of 97 percent. This is up from 94 percent before *Positive Action*.

Cleveland, Ohio

In fall 1997 Valley View Elementary School had an attendance rate of over 95 percent. This was the fourth year of using *Positive Action*.

Yonkers, New York

DiChiaro Early Childhood School started using the *Positive Action* program in the 1992–93 school year. Attendance is now about 90 percent, up from 85 percent before *Positive Action*.

Ft. Pierce, Florida

In 1995 after three years of *Positive Action*, average daily attendance at Sweet Elementary School was 95.8 percent.

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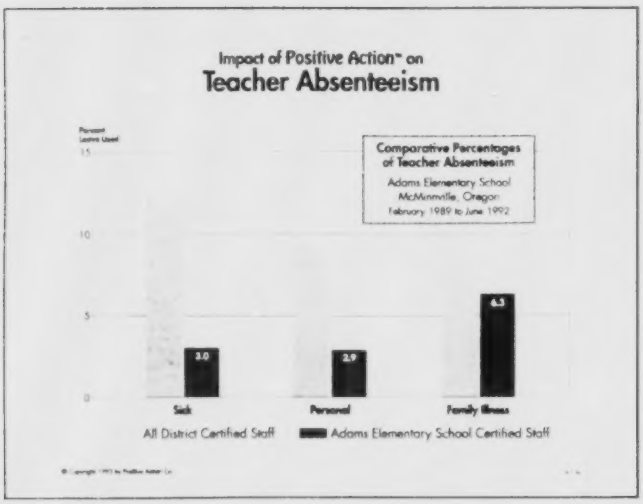
Sacramento, California

During the first full year of *Positive Action* (1995–96) monthly attendance at Bear Flag Elementary School consistently topped 95 percent.

San Antonio, Texas

In the three years since starting the *Positive Action* program, Spring Meadows Elementary School has had the highest attendance record of any school in the school district.



McMinnville, Oregon

From February 1989 to June 1992 Adams Elementary School recorded a teacher absenteeism rate that was below average for the district after adopting *Positive Action.*

San Antonio, Texas

Nine of forty teachers at Spring Meadows Elementary School had perfect attendance in 1993–94, the school's second year using the *Positive Action* program. "They don't even take personal leave days because school is such a great place to be," says the principal.

Students' Responses

Farson, Wyoming

At Farson-Eden School second and third graders were asked in May 1993 if they wanted to take part in another year of *Positive Action.* They all said yes. Here are some of their comments about the program:

- "It helps my attitude at school and at home"
- "*Positive Action* helps me work out my problems."
- "It helps me to get good grades."
- "It makes kids more cooperative and feel better about themselves."
- "We don't have as many fights."

Students' Responses to Positive Action™
"Positive Action helps me work out my problems."
"It helps my attitude at school and at home."
"It helps me to get good grades."
"It makes kids more cooperative and feel better about themselves."
"We don't have as many fights."

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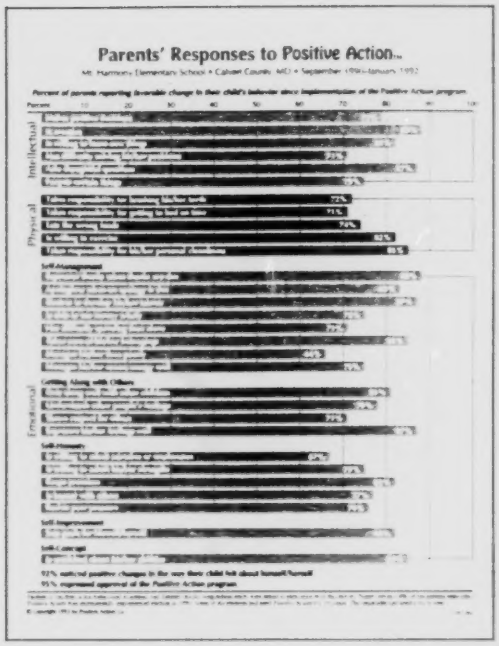
Parents' Responses

Calvert County, Maryland

At Mount Harmony Elementary school, ninety-five percent of parents responding to a survey indicated approval of *Positive Action*. Ninety-two percent indicated that they noticed positive changes in the way their "child feels about himself/herself." The survey covered the period from September 1990 to January 1992.



Greeley, Colorado

Positive Action was introduced to Scott Elementary School during the 1988–89 academic year. Sixty-two parents, chosen randomly, took part in telephone interviews conducted during April and May 1989. Out of 62 parents, 61 were aware of *Positive Action*. More than three-quarters—77 percent—of the parents interviewed reported positive changes in their child's behavior. Similarly, 81 percent of the parents reported positive changes in their child's self-concept.

Galveston, Texas

A written survey was sent out by the Galveston Independent School District of which 580, or nearly 15 percent, were returned. Parents were asked if, since the implementation of *Positive Action*, their children showed improvement in six areas: self-concept, good health, responsibility, getting along with others, honesty, and self-improvement. Affirmative responses were: self-concept, 73 percent; good health, 65 percent; responsibility, 68 percent; getting along with others, 71 percent; honesty, 66 percent; self-improvement, 74 percent.

Greeley, Colorado

During telephone interviews, parents of students attending Scott elementary School reported that after just one academic year of *Positive Action* lessons the *Positive Action* program had become generalized into the home environment. According to the parents, 80 percent of the children share with them the *Positive Action* concepts and activities the children had been taught at school. Additionally, 84 percent of the parents said they used *Positive Action* language in their family interactions.

Galveston, Texas

Results of an April 1989 mail survey by the Galveston Independent School District indicate similar results. Seventy-nine percent of the parents responding said they had received a *Positive Action* newsletter; 60 percent had been invited to a *Positive Action* assembly; 33 percent attended a *Positive Action* assembly; 82 percent reported their child showed an improved attitude that year; and 84 percent said their child had talked about *Positive Action* with them.

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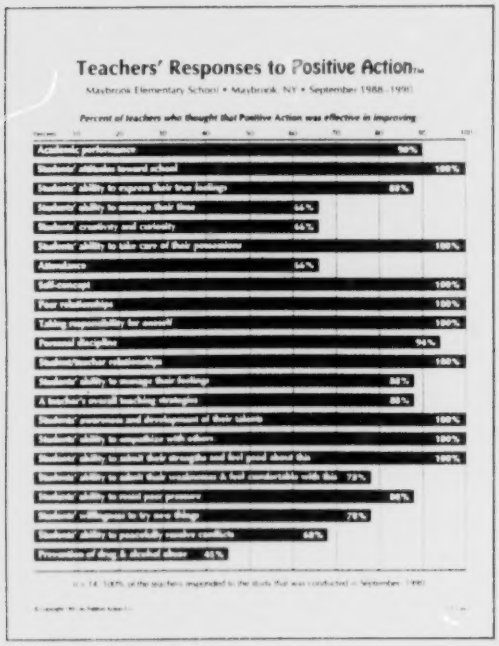
Teachers' Responses Maybrook, New York


Teachers' Responses to Positive Action™
Maybrook Elementary School • Maybrook, NY • September 1988–1990
Percent of teachers who thought that Positive Action was effective in improving
Academic performance 90%
Students' attitudes toward school 100%
Students' ability to express their true feelings 89%
Students' ability to manage their time 66%
Students' creativity and curiosity 66%
Students' ability to take care of their possessions 100%
Attendance 56%
Self-concept 100%
Peer relationships 100%
Taking responsibility for oneself 100%
Personal discipline 94%
Student-teacher relationship 100%
Students' ability to manage their feelings 88%
A teacher's overall teaching strategies 88%
Students' awareness and development of their values 100%
Students' ability to empathize with others 100%
Students' ability to admit their strengths and feel good about this 100%
Students' ability to admit their weaknesses & feel comfortable with this 72%
Students' ability to resist peer pressure 88%
Students' willingness to try new things 78%
Students' ability to peacefully resolve conflicts 68%
Prevention of drug & alcohol abuse 45%

At Maybrook Elementary School teachers were surveyed in September 1990 about the *Positive Action* program's effect upon students over the period September 1988–90.

Ninety percent believed *Positive Action* improved academic performance.

Ninety-four percent felt it contributed to personal discipline.

One hundred percent of the teachers stated that *Positive Action* improved:

- Students' attitudes toward school
- Peer relationships
- Student-teacher relationships
- Students' ability to take responsibility for themselves
- Students' ability to take care of possessions
- Students' ability to empathize
- Students' ability to admit strengths.

One hundred percent of the teachers responding also believed that the program improved self-concepts.

International Results

A Summary Impression of the Initial Implementation of *Positive Action* in the Soviet Union by William D. Eiserman, Ph.D., Assistant Research Scholar, Educational Research and Development Center, University of West Florida, June 6, 1990.

Comments from the executive summary:

- Students identified how their use of applying the concepts of "helping others," "empathy," "thankfulness," "being kind to others," and "self-honesty" have helped them turn problems into opportunities. There were anecdotes of helping an elderly person with grocery bags or giving up a seat on a bus for an elderly person. Many children talked about helping their parents and the personal satisfaction in doing that.
- Teachers and parents discussed kindness to peers and siblings as a positive change in the children as well as an increased ability to initiate spontaneous expressions of gratitude and love toward others (specifically toward mothers).
- Findings from interviews with teachers, principals, and parents pointed to classroom climate as one of the most, if not the most, remarkable change since *Positive Action* has been adopted.
- Observations of *Positive Action* lessons allowed the evaluator an opportunity to see the high level of excitement displayed by teachers and children during *Positive Action* lessons. There were numerous observations during which children were so engrossed in the class discussions that they couldn't stay seated.

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- Teachers indicated that *Positive Action* has helped them set aside their authoritarian model of teaching and embrace a more democratic style.

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Reviews of *Positive Actions for Living*

Rapport, Volume 19 No. 1, "Schools and Families Take Positive Action," Christina Johnson

"'Positive actions bring about positive feelings,' a simple but true statement that is the foundation for the Positive Action Company and the many schools and families nationwide that have implemented their program. The program consists of a series of kits, each designed specifically for teachers and principals from grades K–8. There is also a family kit designed to keep the *Positive Action* philosophy going at home as well as at school. The program involves the whole community as well as the schools to create a positive environment for learning. The end results are National Blue Ribbon Schools, increased test scores, National Drug-Free Schools, and National Distinguished Principals.

"Carol Gerber Allred, a former high-school teacher, began it all with a simple observation and vision. 'Too many of my students lacked direction and motivation and I imagined a happy, productive school where children know they have worth and where they are encouraged to reach for their dreams.' That vision was the springboard for the *Positive Action* program she began developing in 1977. Once the program was complete she began implementing it in elementary schools in the Twin Falls district with the help of federal grants. Within a year, the program was a success.

"Allred wanted the program to expand to more schools and grade levels but she inevitably ran out of federal grant money. Not wanting her successful program to die out, she took it upon herself to expand the program by founding the Positive Action Company in 1982. She started with one small office and one secretary and within 13 years has expanded her program to over 5,000 schools nationwide. She also has *Positive Action* programs in place at schools in foreign countries such as Germany, Egypt, and Russia. Thanks to various national teacher conferences where *Positive Action* is passed on to different schools and communities, her program is now in demand. The company has expanded the program to include family kits, pre-school kits, drug-free kits, and a Spanish kit. The market is vast and Carol Gerber Allred believes, 'People really want to be positive and are born to be positive and loving.' She's been right so far. Let's hope her vision becomes a reality for all schools and families nationwide."

Family Life Educator, Summer 1996, "Helping Children Succeed"

"A new book for families, *Positive Actions for Living*, is an offshoot of a self-esteem curriculum for schools. The *Positive Action* program is founded on the belief that when children feel good about themselves, they become responsible, caring, contributing citizens.

"The *Positive Action* program has been used in school reform campaigns since 1982 to motivate change, improve behavior and reduce violence in schools. *Positive Actions for Living* seeks to extend the program's concept to the home and family.

"Using stories, activities, and music (a compact disc of tunes is included), the book helps parents teach children in grades K through 8 about respect, responsibility, honesty, self-improvement, and living a

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healthy, drug-free lifestyle. One-hour weekly lessons are designed to be used in the family setting, but can also be used by a teacher or caregiver working with families."

***Children's Literature*, Reviewer: Judy Katsh**

"This is a comprehensive program for helping families work together to nurture, maintain, and sustain positive relationships among family member and positive self-concept within each family member. The program has been used successfully in school, church, and community settings for ten years and has recently been adapted for home use. Each chapter establishes a format for weekly family meetings focusing on such topics as: Self-Concept; Self-Improvement; Treating Others Like You Want to Be Treated; Reaching Goals; and Taking Care of Your Mind and Body.

"The program is founded on the principle that positive thoughts automatically lead to positive actions, and positive actions in their turn automatically lead to positive feelings. Since positive thoughts are the only piece of that cycle that individuals can control, the program's goal is to help participants develop positive thinking attitudes and conditions and find alternatives to negative thoughts as they occur. It appears to succeed in that goal.

"The recommended format for family meetings, activities, and follow-up exercises may feel awkwardly formal for some families. But the manual is informative and will richly reward family leaders who read it, internalize its philosophy, and implement its content in their own ways."

***Curriculum Administrator*, September 1995, "Positive Action kit helps unite common efforts of schools and community"**

"Author Dr. Carol Gerber Allred defines the new *Positive Action Family Kit* as a collection of upbeat lessons with stories, games, activities, and community service ideas.

"The latest offering from Positive Action Company (Twin Falls, ID), the kit deals with all the important topics families face. Grounded in common sense, the program focuses on positive actions for the body, mind, and feelings.

"The lessons deal with problems such as violence and drug use, and they present basic life skills such as eating nutritiously.

"Dr. Allred stresses that the kit addresses these important issues in a manner that is lighthearted, fun, and appropriate for all ages.

"Specific positive actions are experienced throughout the forty-two weekly lessons."

***American Journal of Health Promotion*, September/October 1996, "Resource Reviews," Robert Al Gorsky, Editor**

"*Positive Actions for Living.* This is perhaps the best new commonsense resource of the decade, with implications for the survival and strengthening of families, communities, and the country. Conceived in 1977, the *Positive Action* program has been used in more than 7,000 schools nationally (in every state) as well as internationally to help improve self-concept, character, discipline, and achievement, and its effec-

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tiveness documented by numerous studies. Revised and updated, *Positive Actions for Living* is the format now available to families and those who work with children and families.

"This guide can help families become the best they can be—making it easier for them to become strong and effective, to build hope for the future and want the best for one another. This resource is also important because a struggle exists for our future—a struggle that will be won or lost within the family, and the community (as a form of extended family). Our world is increasingly dangerous; we live in the shadow of fears regarding violence, drug use, gangs, suicide, and other crimes little known to a previous generation. And families seem to be attacked on all sides by a "popular" culture that mocks old-fashioned goodness and morals, striving to push the family institution from its treasured place of honor (held for millennia)—a positive family where solid guidance and loving refuge are offered to all.

"This guide offers insights, lessons, and tools that can help families and individuals to become stronger and more effective to better survive and thrive in today's world. This compendium contains hundreds of practical, proven strategies and well-organized lessons, tips, and tools for teaching positive actions that benefit individuals (children and adults), as well as entire families and communities. Working in concert with a team of educators, artists, and writers, the author's background as a parent, teacher, educational psychologist, and human being is clearly revealed in the outstanding articulation of the commonsense wisdom that can benefit virtually anyone. It is all packaged in a way that empowers each of us to become teachers, passing on to others some of the more important things in life, for a better life.

"The focus is learning positive actions for body, mind, and feelings. Body-wise, positive actions include eating nutritiously; getting enough exercise, sleep, and rest; and avoiding harmful substances such as alcohol and drugs. Mind-wise, positive actions include decision making, problem solving, learning, and creating. Feelings include positive actions for (1) managing your resources of time, energy, money, possessions, talents, thoughts, actions, and feelings—all for personal responsibility; (2) getting along with others by treating them the way you like to be treated: with love, empathy, respect, cooperation, kindness, fairness, and positive communication, and using these positive actions to resolve conflict; (3) honesty for yourself and others—being in touch with reality and not blaming others; and (4) self-improvement—setting goals and reaching them.

"This easy-to-use guide organizes forty-two weekly lessons accordingly:

- Introduction
- How to Teach the Lessons
- Unit 1: Self-concept: What it is, How It's Formed and Why It's Important
- Unit 2: Your Body and Mind (Physical and Intellectual)
- Unit 3: Managing Yourself (Being Responsible for your Resources)
- Unit 4: Treating Others the Way You Like to Be Treated (Getting Along with Others)

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- Unit 5: Telling Yourself the Truth (Being Honest with Yourself and Others by Taking Responsibility for Your Actions)
- Unit 6: Improving Yourself Continually (Reaching Goals)
- Unit 7: Review
- Appendix A: Building Bridges: Positive Action Unites School, Home, and Community
- Appendix B: Community Service Projects and Organizations
- Appendix C: Lyrics to Positive Actions Family Songs
- Appendix D: "Stumbling Blocks to Stepping Stones" Game Rules
- Appendix E: Provided Lesson Tools
- Music and How-To CD (inside back cover)

"The forty-two lesson plans can be done in coordination with a typical school year (36 weeks), including review lessons for six breaks. This kit has the mark of a well-organized teacher and parent. The alphabetical index allows for quick reference to all lesson plans that apply to specific positive actions and subject areas, from well over 100 listed. All the materials necessary for lessons and activities are included with the guide—checklists, game components, planning forms—and there is even a certificate of completion. (The only thing missing is a CD player to play the music CD!) Supplemental formats and resources are available for teachers, counselors, and other professionals.

"The Bottom Line: Who should read this book? Parents, grandparents, teachers (home-school, preschool, elementary, middle, and high—public, private, and church-based), youth group leaders (sports, parks & recreation, church, camps, scouts), pastoral staff (youth ministries, counseling, family life), social workers, counseling, and mental health professionals (youth, family, and adult), police (especially D.A.R.E. and community relations officers), and primary care providers. It has applications in homes and countless community settings, as well as in the car on long road trips where activities can help to pass the time away.

"At the very least, it belongs in every lending library—public, school, curriculum development, church/synagogue, public health, parks and recreation, medical, counseling, and worksite/employee resource centers.

"The more this collective of wisdom and strategies is disseminated, understood and applied, the more this guide will serve to strengthen individuals and families, communities and nations, now and in the generations to come. Don't miss it. Invest in it. Absorb it—and pass it on."

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Evaluation

Evaluations of the *Positive Action* program fall on a continuum of less rigorous to more rigorous. They can be conducted by district or school personnel, or they can be conducted by independent evaluation services. Positive Action Company stands ready to help schools and districts design and execute evaluation plans to ensure a quality implementation of the *Positive Action* program.

This section describes different approaches to evaluation and contains an example of an evaluation plan provided by Western Institute for Research and Evaluation (WIRE).

Evaluating the *Positive Action* Program 136

Less Rigorous Evaluation Plan 136

More Rigorous Evaluation Plan 138

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Evaluating the *Positive Action* Program

Many option are available to districts and schools for evaluating the *Positive Action* program. Evaluations can range in a continuum from very rigorous, including many factors, to less rigorous. A district or school can choose how much or how little evaluation it wants to do.

Less rigorous evaluations are generally set up by districts or schools to monitor the progress and results of the program. More rigorous evaluations can involve bringing in an independent team to assess the effects of the program on one or more variables within the school. However, a district or school could do a more rigorous evaluation itself.

The more rigorous and extensive the evaluation the more expensive it will be, especially if an independent evaluation service is used. But it will probably also give much more reliable and valid results and a better overall picture of how the program is working within the school. It will certainly require more time to do the evaluation and interpret the results.

Less rigorous evaluations are usually conducted by districts and schools themselves and are less expensive. They can provide very valuable assessments, especially if the variables to be evaluated are carefully selected beforehand. Those areas of concern are most often academic achievement, attendance, and disciplinary referrals, but others can be included. With less information to work with, care needs to be taken not to read too much or too little into the results.

Positive Action Company has worked with many independent evaluators to help schools determine the effectiveness of the *Positive Action* program. Western Institute for Research and Evaluation (WIRE) is just an example of independent evaluation services that do evaluations of school programs. Call Positive Action Company for a list of others. If an independent evaluation service is used, the district or school will be responsible for all incurred costs.

Positive Action Company strongly encourages districts and schools to evaluate the *Positive Action* program continually in a variety of ways. The company has provided measurement instruments to help districts or schools conduct evaluations on their own. These instruments and their instructions are located in Appendix A.

Less Rigorous Evaluation Plan

Positive Action Company encourages schools to conduct their own less rigorous evaluation program. Such an evaluation looks at all the factors that affect the program, including:

- Gains or losses in academic achievement and discipline referrals
- Teacher compliance
- Parent involvement
- How and if the components were implemented
- How the philosophy, concepts, and lessons are practiced and reinforced
- Whether the training has been effective.

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Guidelines and worksheets are provided to take the *Positive Action* Committee through a step-by-step process of assessment, planning, implementation, and evaluation. Staff members are asked questions about implementation and follow-through and are encouraged to adapt the program to the needs of their student populations. These processes are part of the "Implementation Plan" and "Rejuvenation Plan," which encourage continued growth in the implementation of the program and keep schools faithful to the program.

The evaluation plan also asks that data be collected on such outcomes as academic achievement scores, disciplinary referrals, attendance, incidents involving drugs or alcohol, evidence of good character (for example, participation in community service, peer tutoring, or mentoring), and incidents of violence or hate activities.

The principal and *Positive Action* Committee can also choose other indicators that reflect their student population. Schools are asked to begin collecting information for baseline data and to develop longitudinal studies. Sometimes schools see astonishing progress. (Indian Oasis Primary School in Sells, Arizona, saw 2,000 disciplinary referrals in 1987–88 and then only 77 the next year, which was the first year of implementation of the *Positive Action* program.) So it is imperative that they track their own progress.

That information is shared with faculty and staff members, other schools in the district, the school board, parents, interested community members, and the media.

Focus Groups

Three times a year a focus group selected by the District *Positive Action* Committee visits each school to talk with selected representatives of teachers and support staff members. From the interviews the focus group assesses how the program is working, what needs to be improved or strengthened, and what results are being achieved. This information is used to provide training and support that may be needed at each school.

The District *Positive Action* Committee selects focus groups that do not necessarily stay the same throughout the year. New combinations of representatives often make more reliable assessments. If a school implements the *Positive Action* program apart from a district implementation, then the School *Positive Action* Committee should select focus groups from among its members and proceed with the three yearly evaluations.

Evaluation of Program Implementation and Rejuvenation

As teachers, parents, and community members see both empirical and anecdotal evidences of progress that have accrued since the adoption of the *Positive Action* program, they become ardent supporters of the program. The *Positive Action* Committee gathers data on significant behaviors and outcomes: academic achievement, disciplinary referrals, attendance, self-concept, drug use, indicators of character, and violence reduction. Further, in the *Positive Action* rejuvenation program an internal evaluation is provided so schools can determine progress in critical areas such as academic achievement, self-concept, attendance, and

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discipline. Also, the Western Institute for Research and Evaluation and many other evaluators of education programs can provide independent investigation. Other evaluation services are encouraged, or schools can adopt their own.

More Rigorous Evaluation Plan

The Western Institute for Research and Evaluation (WIRE) has prepared this brief description as a basis for conducting a more rigorous evaluation of a school's or a school district's implementation of the *Positive Action* program. The general purpose of this proposed evaluation project is to evaluate the effectiveness of that implementation.

WIRE will conduct a completely independent, external evaluation to determine whether the *Positive Action* program is being implemented as intended and, if so, if it is having the desired effects.

WIRE is a private firm organized to provide contracted and consultive services to local, state, Federal, and business interests in the social sciences, education, and related areas. WIRE members are primarily university professors and faculty members in the social sciences, education, and business for whom all consultant and off-contract time is dedicated to conducting business with the firm.

Collectively, WIRE has served many national and regional agencies, universities, colleges, and state departments of education in 34 states. Many of WIRE's projects deal with programs intended to reduce violence and substance abuse in public and private schools. WIRE can be contacted at 1245 N. 1750 E., Logan, Utah 84341, phone 801 752–0001.

Evaluation Questions

The general purpose of this evaluation is to determine the effectiveness of the *Positive Action* program in the target school. WIRE views the questions presented hereafter, derived from the objectives of the *Positive Action* program, as the essential, appropriate guides to planning and conducting this study. The following questions will be addressed:

Evaluative questions related to the implementation of the program

- Has *Positive Action* been implemented correctly in the schools?
- Has *Positive Action* been implemented correctly among parents?
- Has *Positive Action* been implemented correctly in the community?
- What proportion of school, community, and parent respondents have met needed training goals?

Evaluative questions related to the program's effect in the schools

- Does *Positive Action* result in improved student achievement-test scores?
- Does *Positive Action* improve student attendance?
- Does *Positive Action* result in a decrease in student referrals for disciplinary action?
- Does *Positive Action* result in a decrease in student violent actions?

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- Does *Positive Action* result in a decrease in student drug use?
- Does *Positive Action* result in improvement in student positive self-concept?

Evaluative questions related to the program's effect on adults

- Does *Positive Action* increase parental positive actions?

Evaluative questions related to the program's effect in the community

- Does *Positive Action* increase community involvement in drug and violence prevention?

Evaluation Methods

The following matrix shows the above questions in relation to the information required to answer the question, the source of that information, the method for collecting the information, and who will collect it.

Implementation

Questions	Information Required	Information Source	Method	Who Will Do It
1. How well has P.A. been implemented in the schools?	Lessons taught School climate activities	1a. Teachers 1b. School administration	1a. Focus groups/tracking forms 1b. Tracking forms	Evaluation team and program personnel
2. How well has P.A. been implemented among parents?	Presence of *Family Kit* Attendance at parent class	Parents Parent Class Records	Survey/focus group Parent Records Class records	Evaluation team and program personnel
3. How well has P.A. been implemented in the community?	Formation of steering committee Public promotion of P.A. activities	Community leaders	Personal Interviews	Evaluation team

Schools

Questions	Information Required	Information Source	Method	Who Will Do It
4. Does P.A. result in improved student achievement scores	4a. Student achievement test score data 4b. Core curriculum grade-level tests in reading and math	4a. Students in grades 5, 8, 11 4b. All grade levels	Review of district records Test Administration	Evaluation team and district staff
5. Does P.A. improve student attendance?	Level of student absenteeism	Student absenteeism records	Review of absenteeism records	Evaluation team
6. Does P.A. result in a decrease in student referrals for disciplinary action?	Frequency of referrals	6a. School psychologists/ principal 6b. Teachers	6a. Interviews 6b. Surveys	Evaluation team
7. Does P.A. result in a decrease in student violent actions?	Number of arrests for students' violent behaviors	7a. Resource officers 7b. Police	7a. Interviews and review of records 7b. Review of records	Evaluation team
8. Does P.A. result in a decrease in student drug use?	8a. Number of arrests for drug use 8b. Level of drug use in the school	8a. Resource officers/police 8b. Students	8a. Interviews and review of records 8b. Peer-mediated focus groups	8a. Evaluation Team 8b. Peer leader (supervised by the evaluation team)

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Questions	Information Required	Information Source	Method	Who Will Do It
9. Does P.A. result in improvement in student positive self-concept?	Level of students' positive self-concept	Students	Positive Action Self-concept test Soares' Self-Perception Inventory	Evaluation team and program staff

Parents

Question	Information Required	Information Source	Method	Who Will Do It
10. Does P.A. increase parental positive actions?	Level of parent positive actions	10a. Parents 10b. Parent class 10c. PTA officials	10a. Focus group interviews 10b. observation 10c. Individual interviews	10a. Evaluation team 10b. Evaluation team and program staff 10c. Evaluation team

Community

Question	Information Required	Information Source	Method	Who Will Do It
11. Does P.A. increase community involvement in drug and violence prevention?	Number of drug service projects and other indicators of increased community participation	PTA officials/ school administrators/ community organization officers	Individual and focus group interviews	Evaluation team

Baseline data will be collected on all questions contained in the matrix. However, only data on the effect of the program on students will be collected during the entire three-year period. Data on implementation will also be collected during the entire three-year period. Data on the effect of the program on parents will be collected at the end of the second and third years. Data on the effect of the program on the community will be collected at the end of the third year.

Relationship of Evaluation Questions to Proposed Evaluation of Work Components

The following matrix will show which of the evaluation components proposed for this evaluation study will address each of the evaluation questions outlined for this project.

Implementation

Questions	Focus Group	Tracking Forms	Questionnaire Survey	Existing Records	Individual Interviews	Observations	Tests
How well has P.A. been implemented in the schools?	X	X			X		
How well has P.A. been implemented among parents?	X		X	X			

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Questions	Focus Group	Tracking Forms	Questionnaire Survey	Existing Records	Individual Interviews	Observations	Tests
How well has P.A. been implemented in the community					X		

Training

Question	Focus Group	Tracking Forms	Questionnaire Survey	Existing Records	Individual Interviews	Observations	Tests
What proportion of school, community, and parent respondents have reached training goals?		X	X	X		X	

School

Questions	Focus Group	Tracking Forms	Questionnaire Survey	Existing Records	Individual Interviews	Observations	Tests
Does P.A. result in improved student achievement scores?				X			X
Does P.A. improve student attendance?				X			
Does P.A. result in a decrease in student referrals for disciplinary action?			X		X		
Does P.A. result in a decrease in student violent actions?				X	X		
Does P.A. result in a decrease in student drug use?	X			X	X		X
Does P.A. result in improvement in student positive self-concept?							X

Parent

Question	Focus Group	Tracking Forms	Questionnaire Survey	Existing Records	Individual Interviews	Observations	Tests
Does P.A. increase parental positive actions?	X			X	X	X	

Community

Question	Focus Group	Tracking Forms	Questionnaire Survey	Existing Records	Individual Interviews	Observations	Tests
Does P.A. increase community involvement in drug and violence prevention?	X				X		

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Overview of Proposed Evaluation Activities

A brief description of each evaluation activity is provided below.

Focus Group Interviews

Focus group interviews will be conducted by WIRE staff with teachers (to determine their perceptions concerning any change in school climate), with parents (to determine the effects of the parent training component), and with community leaders (to determine their perception of the overall effectiveness of the *Positive Action* program, the presence and use of the family kit, and implementation of parent-related *Positive Action* activities). In addition, peer-media focus groups will be conducted by youth trained by WIRE to determine students' level of drug use (this technique has been used previously by WIRE and has proven to be most effective in getting information that otherwise would not be presented accurately to an adult).

Use of Tracking Forms and Logs

Forms will be prepared for teachers to use to log and verify that they are teaching the lessons. Similar forms will be prepared and used by school administrators to record the presence of school-climate *Positive Action* activities.

Questionnaire Surveys

Carefully developed questionnaire surveys will be used to provide parents with the opportunity to respond anonymously to questions concerning the presence and usefulness of the family kits and their general perception of whether the incidence of violence and drug use has been affected by the *Positive Action* program. In addition, a well-developed questionnaire survey of teachers will be used to determine the number of student referrals for disciplinary purposes as well as their general perception concerning the impact of the *Positive Action* program on the incidence of violence and drug use.

Review of Extant Records

Existing school-district records will be reviewed by the evaluation team to assist in answering questions such as: parent attendance at *Positive Action* classes, existing student achievement test data (additional achievement test data needed to fill gaps in existing data will be administered by the evaluation team in cooperation with the district), student attendance records, resource (truant) officers' records on violence and drug use, and public records on student violence and drug use.

Individual Interviews

Individual interviews will be held with community leaders to determine their perception of the implementation of the *Positive Action* program and the presence of drug and violence prevention activities as specified by the program, with school administrators to determine their perception of the implementation of the program, with school psychologists and resource officers to determine changes in the number of student referrals for violent behavior and drug use, and with PTA officials to determine if the *Positive Action* program has increased parent volunteerism.

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Observation

Evaluators will observe the *Positive Action* parenting class, *Positive Action* activities in the schools and community, and other activities as deemed appropriate by the district.

Achievement Measures

In addition to achievement tests administered by the district , the evaluation team will coordinate with the State Office of Education administration of the core curriculum grade level tests in reading and math in all grades. The evaluators will also fill significant gaps in extant test administration by working with the district to complete such testing.

Self-Esteem Measures

The evaluation team will use the *Positive Action* self-concept tests administered to all students and will cross-validate data from that instrument by administering the Soares' Self-Perception Inventory to selected samples of students from each grade level.

Collectively, the above activities will provide answers to all of the evaluation questions listed previously in this proposal. Upon collection of these data, WIRE staff will conduct appropriate data analyses and write a comprehensive final report (at end of year 3) that will include an executive summary for those who wish to understand the major results without perusing an involved technical report. An annual report will be provided each year to report progress to date and to identify any information that would help project staff improve the implementation and program delivery to maximize the impact of the *Positive Action* program.

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Program Materials

The *Positive Action* materials are easy to use, age appropriate, scoped and sequenced, and ideally suited to address a multitude of issues and needs. This section offers an in-depth look at how they work together continually to give everyone opportunities to experience the good feelings positive actions bring as they learn and practice positive behaviors in the classroom, throughout the school, in homes, and in the community. This comprehensive approach accelerates learning as it creates a sphere of positive influence.

Note that in every element the motivational philosophy is present. It provides a strong foundation for this comprehensive *Positive Action* model.

The *Positive Action* Classroom Curriculum 146

The *Positive Action* School-Climate Program 148

The *Positive Action* Parent & Community Involvement Program 150

Positive Actions for Living 152

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The *Positive Action* Classroom Curriculum

The *Positive Action* curriculum contains more than 1,200 lessons that are scoped and sequenced for a comprehensive and systematic approach. Lesson builds upon lesson and unit builds upon unit so that students gain more and more understanding of positive actions for their physical, intellectual, and emotional well-being.

The *Positive Action* classroom curriculum provides a separate *Teacher's Kit* for each grade level in grades K–8. Grades 9–12 use *Positive Actions for Living* for a text. Classroom teachers use *Teacher's Kits* designed for their grade level to teach the unit concepts. The kits contain *Teacher's Manuals* with completely planned lessons including scripts, stories, activities, and discussion questions. Lessons use a variety of methods and strategies so that students of all learning styles can succeed.

The kits are prepared for thirty students. They include many hands-on materials plus posters, music, games, and student activity sheets or booklets. They also contain all the materials called for in the lessons that aren't normally found in the classroom. All the teacher has to do is open the manual, get the materials out of the kit, and follow the lesson. Lessons are fun and easy to use.

Replacement activity sheets, activity booklets, and other materials may be ordered to replenish the *Teacher's Kits.*

Elementary School (K–5)

The elementary-school curriculum is full of delightful, age-appropriate lessons. Each elementary *Teacher's Manual* contains approximately 140 lessons that take about fifteen minutes each. The lessons are usually taught four days a week at the same time of day in all classrooms throughout the school, so every classroom studies the same unit concepts at the same time.

K–5 *Teacher's Kits*

Each *Teacher's Kit* contains a complete set of materials for thirty students including activity sheets (grades K–3) or activity booklets (grades 4–5), hands-on materials, and stickers. Each kit also includes a variety of other materials such as puppets, board games, full-color posters, and music cassettes.

Kindergarten Teacher's Kit	$360
First-Grade Teacher's Kit	$260
Second-Grade Teacher's Kit	$260
Third-Grade Teacher's Kit	$260
Fourth-Grade Teacher's Kit	$260
Fifth-Grade Teacher's Kit	$260

Fifth-Grade Drug-Education Kit

The regular *Positive Action* classroom curriculum includes drug-education lessons at each grade level. It teaches students to use positive actions for their physical, intellectual, and emotional health by refusing to use drugs. The *Fifth-Grade Drug Education Supplement Teacher's Kit* provides in-depth learning about drugs' effects on each of the unit concepts. It also teaches how important drug-free living is to success and happiness.

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It is designed to be used along with the *Fifth-Grade Teacher's Kit*, but it works well by itself, too.

Fifth-Grade Drug Education Supplement Teacher's Kit $160

Middle School (6–8)

Middle school requires students to take a big leap into self-responsibility. The *Positive Action* middle-school curriculum provides a continuation of the elementary-school curriculum by teaching students to take responsibility for their success and to value their contribution to a positive school climate. Study of the *Positive Action* concepts is coordinated throughout the school. Each unit builds upon the lessons of preceding units.

Each *Teacher's Kit* contains a complete set of materials for thirty students including activity booklets and hands-on materials. Each kit also includes a variety of other materials such as board games, posters, and music cassettes.

The middle-school *Positive Action* lessons are usually taught in advisory or homeroom classes, but they are also effective in family-living, parenting, life-skills, or special-education classes. They can also be presented in the core classes such as health, social studies, language arts, and science.

Sixth-Grade Teacher's Kit

The sixth-grade curriculum includes 139 lessons covering all seven units. Lessons are taught four or five days a week.

Sixth-Grade Teacher's Kit $260

Middle-School Drug-Education Kit

Drug-education lessons are taught at every grade level in the regular *Teacher's Kits*. The *Middle-School Drug Education Supplement Teacher's Kit* builds on the strong self-concept focus in the regular *Positive Action* curriculum and approaches drug education from a positive point of view. It encourages middle-school students to reach for their dreams while helping them understand how drug use limits their potential and choices. It reveals how drugs affect students' physical, intellectual, and emotional well-being and establishes the benefits of being drug-free.

This program is useful in both preventive and remedial programs. It is designed to be incorporated into the *Positive Action* curriculum, but it works well as a stand-alone program, too.

Middle-School Drug Education Supplement Teacher's Kit . . . $260

Seventh- and *Eighth-Grade Teacher's Kits*

The unique structure of the seventh-and eighth-grade curriculum creates a high level of student involvement through a radio play/talk show. (Script booklets are included in the kits.) The characters in the radio drama are middle-school students who use positive actions to deal with real-life situations facing today's teens.

The seven units are spread across two years in grades 7 and 8. This allows more flexibility in scheduling and adaptation of the curriculum. Lessons are taught two or three days a week. Grade 7 includes Units 1–3 with 81 lessons. Grade 8 includes Units 4–7 with 77 lessons.

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Positive Actions for Living units correspond directly with classroom *Teacher's Kits*. Use them to supplement seventh- and eighth-grade *Teacher's Kits* for a dynamic middle-school curriculum.

Seventh-Grade Teacher's Kit $260
Eighth-Grade Teacher's Kit $260

High School (9–12)

High-school students need to know the positive actions to do that prepare them for their future roles as college students, employees, employers, parents, and active citizens. The *Positive Action* high-school curriculum will teach them those positive actions and help them become tomorrow's leaders.

Positive Actions for Living is used as a high-school text. It includes forty-two easy-to-use lessons with lively stories and activities. Discussion questions and materials help students apply the *Positive Action* concepts as individuals and as they role-play parents, family members, and members of the community. Colorful materials make lessons interesting and memorable. An extensive list of community-service ideas is included.

Lessons are usually taught once a week in homeroom classes, but they can also be taught in family-living, parenting, health, life-skills, and special-education classes. Lessons can also be taught in content areas, especially in language arts and social studies and even in math and consumer science.

Lessons may be taught by classroom teachers, counselors, parent volunteers, peer tutors, or community guest presenters.

Positive Actions for Living:

Book Edition $49.95
Student Text/Reference Edition (with CD) $44.95
Student Text/Reference Edition (without CD) $34.95
Boxed Edition $54.95
3-Ring Binder Edition $59.95
Replacement Lesson Materials $17.50
Student Lesson Materials $4.00

The *Positive Action* School-Climate Program

The *Positive Action* school-climate program helps make *Positive Action* classroom lessons become real as they are put into practice schoolwide. It coordinates the efforts of everyone in the school and reinforces the use of positive actions throughout the day.

The school-climate program magnifies the effect of the classroom lessons, extends positive actions throughout the school, and keeps both students and teachers on track.

This program is easy to do because it is completely planned and all the parts and pieces are there. It includes all the information and materials a principal or other school leader needs in order to interest and involve students, school personnel, parents, and community supporters in

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doing positive actions. It establishes a positive standard of behavior throughout the entire school and community.

The school-climate program works by focusing everyone involved in a *Positive Action* school on doing positive actions. It raises to a conscious level the value of doing positive actions and helps students feel good about themselves and their school experience. The school becomes a place where positive behavior is promoted and learning occurs, a place where everyone wants to be.

Replacement and additional materials may be ordered for the school-climate program.

Elementary School

A happy school environment and involving, upbeat events are ingredients that help students and teachers enjoy being a part of a *Positive Action* elementary school. The *Elementary-School Principal's Kit* includes a manual with instructions for establishing a positive school-climate; directions for the *Positive Action* Committee; plans for assemblies, schoolwide celebrations, and a newspaper; and other ideas for reinforcing positive actions throughout the school and the community.

The kit also includes *Positive Action* music, posters, ICU (I See You Doing Something Positive) Boxes, tokens, stickers, balloons, certificates, calendars, Words of the Week, training videos, and manuals for parents and support staff. The kit contains materials for twenty faculty and ten support-staff members.

Elementary-School Principal's Kit $360

Middle School

The school-climate program for middle school helps students make the big jump to middle school where young people might otherwise feel lost, lonely, and overwhelmed. The program provides a positive environment where every student is included and recognized and where every student knows that he or she makes a difference.

The *Middle-School Principal's Kit* provides everything essential for establishing a positive school climate. Students, faculty, and support-staff members as well as parents and community members love this program because the experience of doing positive actions helps them feel good about themselves.

The *Principal's Manual* shows how to establish a school environment where positive actions prevail. The PALs (*Positive Action* Leaders) Club includes every student, encouraging individual and student-body commitment to doing positive actions.

Parent and community support are given when students actively contribute by doing positive actions such as community service. The manual shows how to institute successful academic and citizenship programs such as peer tutoring, peer helpers, and School-to-Work.

The *Positive Action* Flag is a major feature of the school-climate program for middle school. It flies over the school as long as there are no incidents of violence. Schools are encouraged to note the *Positive Action* Flag's "flight record" as a part of the regular morning announcements

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and to recognize student accomplishments and kindnesses as positive behaviors that make us feel good about who we are and what we are doing.

The kit materials include the *Positive Action* flag, an Honor Code of Conduct, PALs Club membership cards, Words of the Week, certificates, and posters.

Middle-School Principal's Kit $260

High School

At a time when it's important for students to know that they count in the world, the school-climate program for high school helps them see the difference they can make in improving themselves and in encouraging their peers, their families, and members of their communities to do positive actions.

The *High-School Principal's Kit* offers schoolwide activities such as midyear and year-end celebrations that involve everyone in the school through the homeroom. Students also choose from a list of elective activities that include community service, tutoring, celebrations to honor positive persons, and participating in School-to-Work projects.

The program includes assemblies; newspapers; radio, TV, Internet, and e-mail programs; and other fun, meaningful activities. It also has ideas for students to create school, family, and community partnerships.

High-School Principal's Kit $260

Counselors

Counselors have a primary role in the *Positive Action* program in their schools. They coordinate all parts of the *Positive Action* program. They support the classroom curriculum using a 3-ring binder edition of *Positive Actions for Living* that contains forty-two separate lessons that can be removed. It also contains a "Topical Guide" to target specific problems. *Positive Actions for Living* works for all ages and can be used for individual or group counseling.

Positive Actions for Living also links the counselor with the school, the home, and the community. It is an excellent tool for parenting classes. Using *Positive Actions for Living*, counselors can communicate with all groups in the school environment.

Positive Actions for Living:

Book Edition $49.95
Boxed Edition $54.95
3-Ring Binder Edition $59.95
Replacement Lesson Materials $17.50

The *Positive Action* Parent & Community Involvement Program

Research shows that children are more likely to succeed in school and in life when their parents and their community take active interest in their education. Having recognized this from its beginning in 1982, Posi-

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tive Action Company developed a classroom curriculum and a school-climate program that weave parent and community involvement into the fabric of the lessons and activities. In response to the increasing need for more involvement in the lives of our young people, Positive Action Company now presents an expansion of this involvement through the *Parent and Community Kit*.

Parent and Community Kit

This kit contains all the materials needed to project positive actions into schools, homes, and communities. It includes an instruction manual; a copy of *Positive Actions for Living*; a supply of fliers, sample letters, and other materials for promoting the program with parents and community members; instructional and training materials, including overhead transparencies and a video; and *Positive Action* music.

Parent and Community Kit manual

This instruction manual details a threefold focus for promoting positive actions and engaging parents and communities in the education of our youth.

- **Schools.** Administrators and others can readily follow this step-by-step guide to involve parents and community members in the *Positive Action* program at the elementary-school, the middle-school, and the high-school levels.
- **Homes.** Parents follow this plan to learn how they can make a big difference at school and in the community. But, of course, parents can make the biggest difference by doing and teaching positive actions at home using *Positive Actions for Living*.
- **Communities.** Community leaders will be excited to know that a plan for getting the community into "*Positive Action* mode" has already been mapped out for them here. It will provide any public or private organization the tools it needs to help develop a positive community.

Positive Actions for Living

The *Parent and Community Kit* is built around *Positive Actions for Living*. This book provides forty-two lessons that parents and community members teach in their homes, businesses, and other organizations. It parallels the school curriculum and provides parents, teachers, and students with a common language and a common goal: to instill self-confidence, achievement, discipline, and character in children and everyone.

Positive Action Community Plan

This kit also includes the *Positive Action* Community Plan that involves the school district and each school within the district in identifying, evaluating, and resolving issues of drug use, conflict, violence, and other negative behaviors that impede the educational process and hamper a productive society. The kit involves the whole community in doing positive actions to create a positive educational atmosphere and a functioning society.

The *Positive Action* Community Plan provides a framework for collaboration among schools, businesses, the media, health-care organiza-

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tions, and other social institutions. Strategies are presented for identifying problem areas and taking the steps to solve problems using *Positive Action* concepts. As part of the *Positive Action* Community Plan, a committee made up of representatives of these diverse segments of the community creates partnerships that work together. These partnerships cooperate to resolve issues that affect student drug use. They also use the *Positive Action Community Kit* to develop strategies to reduce and prevent violent actions and to coordinate community-service projects. The committee is also involved in communicating positive antidrug and antiviolence messages to the community.

This program component also includes plans to coordinate mentoring activities between responsible adults and students. It also offers a blueprint for the provision of role models, leadership, and advocacy. Resources are also included in the kit for communitywide use. The *Positive Actions for Living* manual includes a roster of community outreach ideas. This manual is a resource for community centers, social-service agencies, health-care facilities, and other community institutions. It is also effective as an employee relations tool because it provides information regarding conflict resolutions, drug and violence prevention, and achievement that applies to all ages.

As with all components of the *Positive Action* program, the philosophy that you feel good about yourself when you do positive actions supports the *Community Kit.* The positive actions that lead to success and happiness are taught, practiced, and reinforced through the lessons and activities included in this kit. This component exposes the entire community to the benefits of positive behaviors and focuses societal support and peer pressure on the steps necessary to create a positive, productive community where drug use and violence find no foothold.

Parent and Community Kit $260

Positive Actions for Living

For School, Family, & Community

Positive Actions for Living is included in the school program as a text for middle school and high school, as a counselor's kit, and as a book for parents and community members to use. It is a must for parent resource centers and for libraries. It meets the need for parent involvement in Title I including juvenile detention centers, homeless shelters, and migrant education. It is a useful tool for the parent-involvement component for Head Start, Even Start, Safe and Drug-Free Schools and Communities, and other programs. It is also an effective text for parenting classes and for afterschool programs.

However, *Positive Actions for Living* is not limited to school settings. It has wide applications for social-service agencies, therapists, community-based organizations, businesses, care centers, and other groups. It can also

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be used as the basis for school, family, and community programs and partnerships.

It's Well Designed

Positive Actions for Living is a book of forty-two easy-to-use lessons and instructional materials. It presents the *Positive Action* concepts in lessons with three easy steps. They include lively stories and fun-filled activities. Discussion questions help participants apply the *Positive Action* concepts as individuals and in roles as parents, family members, and members of the community. An extensive list of community service ideas is included.

Positive Actions for Living also includes a handy "Topical Guide." When you need a lesson to take aim at conflict, violence, drug use, dropping out, or some other pressing problem, you'll find it easy to locate the problem in the "Topical Guide" and turn to the appropriate lesson for help.

It's Completely Planned

Positive Actions for Living units correspond directly with classroom *Teacher's Kits*. Lessons are fully scripted for presentation to a family or group. Colorful materials such as an ICU (I See You Doing Something Positive) Box, "Word of the Week" cards, the "Stumbling Blocks to Stepping Stones" game, and *Positive Action* songs make lessons interesting and memorable.

Positive Actions for Living:

Book Edition	$49.95
Student Text/Reference Edition (with CD)	$44.95
Student Text/Reference Edition (without CD)	$34.95
Boxed Edition	$54.95
3-Ring Binder Edition	$59.95
Replacement Lesson Materials	$17.50
Student Lesson Materials	$4.00

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Funding Sources

The *Positive Action* program qualifies for funding under a number of Federal, state, and local programs. This section describes briefly some of these sources.

In addition, Positive Action Company has prepared a packet of information about sources of funds that may be used to purchase the *Positive Action* program. This packet can be obtained free of charge by calling the company. It contains:

- Guidelines for writing proposals for competitive grants and for filling out grant applications
- More information about Federal, state, and community funding sources
- A listing of foundations that are possible sources of funds, descriptions of their grants, and contact information.

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Federal Funding Sources

The renewed Federal emphasis upon improvement in education should help school districts develop plans for more effective schools. Because the *Positive Action* program works for so many purposes, it qualifies for several types of funding. More good news is that the U.S. Department of Education now strongly encourages schools to develop comprehensive plans that commingle funds from various Federal programs.

See the section "Multipurpose Applications," beginning on page 73, for information on how the *Positive Action* program meets specific program guidelines.

Federal programs that can fund the *Positive Action* program include:

- Title I including Even Start and Head Start
- Title IV: The Safe and Drug-Free Schools and Communities Act
- Title VI: Innovative Education Program Strategies
- Goals 2000: Educate America Act
- Special Education
- Indian Education
- School-to-Work.

State Funding Sources

Many states have special funding for specific issues covered by the *Positive Action* program: character, health, drug-prevention, career, values, self-concept, and multicultural education; violence prevention; academic scores; discipline; and school reform. Your state's Department of Education can tell you more about ways the *Positive Action* program can be purchased with state funds. Don't forget to use textbook funds!

Community Funding Sources

Parent organizations such as PTO or PTA, service organizations such as Kiwanis or Rotary International, charitable organizations such as United Way, local businesses such as banks and grocery stores, and school-district foundations are often willing to underwrite the cost of your *Positive Action* program.

Foundations

Many public and private foundations, including the school-district foundation if there is one, fund innovative education programs such as the *Positive Action* program.

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Cost

The greatest cost of implementing the *Positive Action* curriculum and school-climate program occurs in the first year with the purchase of kits and initial training. Cost of maintaining the program in subsequent years is considerably less because all that is required is replacement of consumed materials for the kits. Schools in a district may combine adoption orders to qualify for quantity discounts.

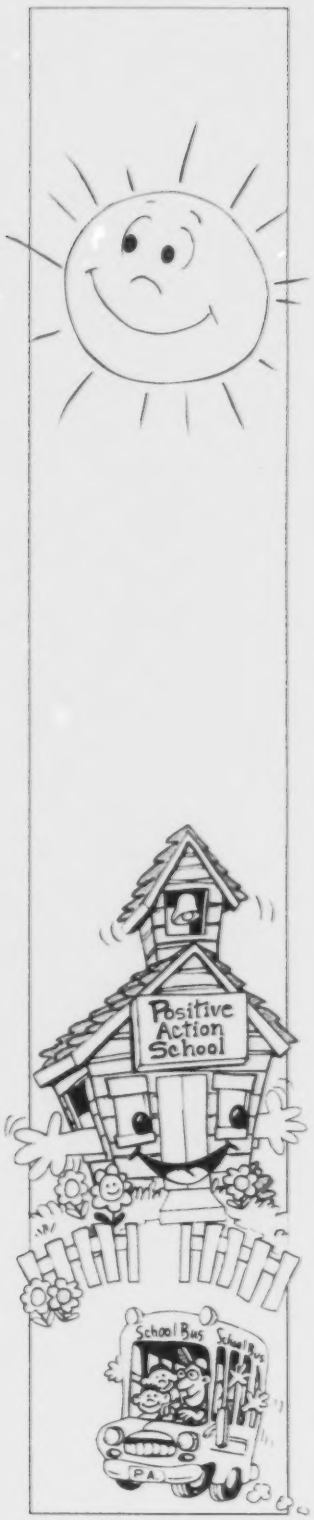
Elementary School (grades K–5) 158

Middle School (grades 6–8) 159

High School (grades 9–12) 161

Training 163

Summary 163



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Elementary School (grades K–5)

Initial Implementation

The chart below estimates the cost of implementing the *Positive Action* program in an elementary school. It is based on an average classroom size of 30 students. Implementation of the program in each school would include 1 *Principal's Kit*, 1 *Training & Publicity Kit*, 1 *Counselor's Kit*, 1 *Teacher's Kit* for each teacher, drug-education supplement kits for each 5th-grade class, 5 classroom kits for special education, and 5 *Positive Actions for Living* books for the library/media center. This chart assumes an equal number of classes for each grade level.

School Size:		12 Teachers 360 Students	24 Teachers 720 Students	36 Teachers 1,080 Students
Retail Price per School:		$5,870	$9,510	$13,150
Total No. Schools Adopting P.A.	**Discount**	**Discounted Price per School**		
2–5	10%	$5,283	$8,559	$11,835
6–15	15%	$4,990	$8,084	$11,178
16–40	20%	$4,696	$7,608	$10,520
41–80	25%	$4,403	$7,133	$9,863
81–150	30%	$4,109	$6,657	$9,205
151+	35%	$3,816	$6,182	$8,548

Based on this chart, the cost of implementing the *Positive Action* program in elementary schools would range from $7.91 to $14.68 per student, depending on the size of the schools and on the total number of schools in the district that join together to place an order.

Subsequent Years

Cost of operating the *Positive Action* program in subsequent years is considerably less because the kits were purchased in the first year. This chart estimates the cost of purchasing consumable materials for one year for the example above.

School Size:		12 Teachers 360 Students	24 Teachers 720 Students	36 Teachers 1,080 Students
Retail Price per School:		$1,408	$2,282	$3,156
Total No. Schools Adopting P.A.	**Discount**	**Discounted Price per School**		
2–5	5%	$1,338	$2,168	$2,998
6–15	8%	$1,295	$2,099	$2,904
16–40	11%	$1,253	$2,031	$2,809
41–80	14%	$1,211	$1,963	$2,714
81–150	17%	$1,169	$1,894	$2,619
151+	20%	$1,126	$1,826	$2,525

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Based on this chart, the cost of operating the *Positive Action* program in elementary schools in subsequent years would range from $2.34 to $3.72 per student, depending on the size of the schools and on the total number of schools in the district that join together to place an order.

Six-Year Cost

The chart below shows the estimated cost of materials for the *Positive Action* program in the example above over a six-year period.

Year	Item	Cost per Student	
		Low	High
1	Initial purchase of kits	$7.91	$14.68
2	Purchase replacement comsumable materials	$2.34	$3.72
3	Purchase replacement comsumable materials	$2.34	$3.72
4	Purchase replacement comsumable materials	$2.34	$3.72
5	Purchase replacement comsumable materials	$2.34	$3.72
6	Purchase replacement comsumable materials	$2.34	$3.72
	Total	$19.61	$33.28
	Average cost per student per year	$3.27	$5.55
	Average cost per student per day (180-day year)	1.8¢	3.1¢

The cost per student varies depending on the size of the schools and on the total number of schools in the district that join together to place an order.

Middle School (grades 6–8)

Initial Implementation

The chart below estimates the cost of implementing the *Positive Action* program in an elementary school. It is based on an average classroom size of 30 students. Implementation of the *Positive Action* program in each school would include 1 *Principal's Kit*, 1 *Training & Publicity Kit*, 2 *Counselor's Kits*, 1 *Teacher's Kit* for each homeroom teacher, 1 drug-education supplement kit for each 6th-grade class, 5 classroom kits for special education, and 5 *Positive Actions for Living* books for the library/media center. This chart assumes an equal number of classes for each grade level.

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School Size:		12 Teachers 360 Students	24 Teachers 720 Students	36 Teachers 1,080 Students
Retail Price per School:		$6,350	$10,510	$14,670
Total No. Schools Adopting P.A.	Discount	Discounted Price per School		
1–5	10%	$5,715	$9,459	$13,203
6–15	15%	$5,398	$8,934	$12,470
16–40	20%	$5,080	$8,408	$11,736
41–80	25%	$4,763	$7,883	$11,003
81–150	30%	$4,445	$7,357	$10,269
151+	35%	$4,128	$6,832	$9,536

Based on this chart, the cost of implementing the *Positive Action* program in middle schools would range from $8.83 to $15.88 per student, depending on the size of the schools and on the total number of schools in the district that join together to place an order.

Subsequent Years

Cost of operating the *Positive Action* program in subsequent years is considerably less because the kits were purchased in the first year. This chart estimates the cost of purchasing consumable materials for one year for the example above.

School Size:		12 Teachers 360 Students	24 Teachers 720 Students	36 Teachers 1,080 Students
Retail Price per School:		$1,012	$1,604	$2,196
Total No. Schools Adopting P.A.	Discount	Discounted Price per School		
1–5	5%	$961	$1,524	$2,086
6–15	8%	$931	$1,476	$2,020
16–40	11%	$901	$1,428	$1,954
41–80	14%	$870	$1,379	$1,889
81–150	17%	$840	$1,331	$1,823
151+	20%	$810	$1,283	$1,757

Based on this chart, the cost of operating the *Positive Action* program in middle schools in subsequent years would range from $1.63 to $2.67 per student, depending on the size of the schools and on the total number of schools in the district that join together to place an order.

Six-Year Cost

The chart below shows the estimated cost of materials for the *Positive Action* program in the example above over a six-year period.

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Year	Item	Cost per Student Low	High
1	Initial purchase of kits	$8.83	$15.88
2	Purchase replacement comsumable materials	$1.63	$2.67
3	Purchase replacement comsumable materials	$1.63	$2.67
4	Purchase replacement comsumable materials	$1.63	$2.67
5	Purchase replacement comsumable materials	$1.63	$2.67
6	Purchase replacement comsumable materials	$1.63	$2.67
	Total	$16.98	$29.23
	Average cost per student per year	$2.83	$4.87
	Average cost per student per day (180-day year)	1.6¢	2.7¢

The cost per student varies depending on the size of the schools and on the total number of schools in the district that join together to place an order.

High School (grades 9–12)

Initial Implementation

The chart below estimates the cost of implementing the *Positive Action* program in high school. Implementation in each high-school classroom would include 6 student texts, 30 sets of student lesson materials, and 1 teacher's edition. Each school would also have 1 *Principal's Kit*, 3 *Counselor's Kits*, and 5 *Positive Actions for Living* books for the library/media center.

No. Classes per School Adopting *Positive Action* Program:		10 Classes 30 Students ea.	20 Classes 30 Students ea.	30 Classes 30 Students ea.
Retail Price per School:		$5,090	$9,490	$13,890
Total No. Schools Adopting P.A.	Discount	Discounted Price per School		
1–5	10%	$4,581	$8,541	$12,501
6–15	15%	$4,327	$8,067	$11,807
16–40	20%	$4,072	$7,592	$11,112
41–80	25%	$3,818	$7,118	$10,418
81–150	30%	$3,563	$6,643	$9,723
151+	35%	$3,309	$6,169	$9,029

Based on this chart, the cost of implementing the *Positive Action* program in high schools would range from $10.03 to $15.27 per student, de-

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pending on the size of the schools and on the total number of schools in the district that join together to place an order.

Subsequent Years

Cost of operating the *Positive Action* program in subsequent years is considerably less because the kits were purchased in the first year. This chart estimates the cost of purchasing consumable materials for one year for the example above.

No. Classes per School Adopting *Positive Action* Program:		10 Classes 30 Students ea.	20 Classes 30 Students ea.	30 Classes 30 Students ea.
Retail Price per School:		$1,403	$2,603	$3,803
Total No. Schools Adopting P.A.	Discount	Discounted Price per School		
1–5	5%	$1,333	$2,473	$3,613
6–15	8%	$1,291	$2,395	$3,499
16–40	11%	$1,249	$2,317	$3,385
41–80	14%	$1,207	$2,239	$3,271
81–150	17%	$1,164	$2,160	$3,156
151+	20%	$1,122	$2,082	$3,042

Based on this chart, the cost of operating the *Positive Action* program in high schools in subsequent years would range from $3.38 to $4.44 per student, depending on the size of the schools and on the total number of schools in the district that join together to place an order.

Six-Year Cost

The chart below shows the estimated cost of materials for the *Positive Action* program in the example above over a six-year period.

Year	Item	Cost per Student	
		Low	High
1	Initial purchase of kits	$10.03	$15.27
2	Purchase replacement consumable materials	$3.38	$4.44
3	Purchase replacement consumable materials	$3.38	$4.44
4	Purchase replacement consumable materials	$3.38	$4.44
5	Purchase replacement consumable materials	$3.38	$4.44
6	Purchase replacement consumable materials	$3.38	$4.44
	Total	$26.93	$37.47
	Average cost per student per year	$4.49	$6.25
	Average cost per student per day (180-day year)	2.5¢	3.5¢

The cost per student varies depending on the size of the schools and on the total number of schools in the district that join together to place an order.

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Training

There are two basic training options available:

- Positive Action Company trains all personnel in the school:

No. Schools	Cost per School (plus travel expenses)
2–5	$600
6–15	$550
16–40	$500
41–80	$450
81–150	$425
151+	$400

- Positive Action Company trains up to 15 of your trainers in one group and they train school personnel: $600 per group plus travel expenses.

Summary

Initial Implementation

Large District

Assuming that all schools are of medium size in the above charts, the approximate total cost of adoption for a district with 210 schools is:

School Type	P.A. Co. Trains Teachers	P.A. Co. Trains Trainers
141 Elementary Schools	$871,662	$871,662
28 Middle Schools	$191,296	$191,296
36 High Schools	$222,084	$222,084
5 Alt. High Schools	$30,845	$30,845
Training 210 Schools	$84,000	$8,400
Total	$1,399,887	$1,324,287

or an average of $9.00 per student (excluding training costs).

Medium District

Assuming that all schools are of medium size in the above charts, the approximate total cost of adoption for a district with 46 schools is:

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School Type	P.A. Co. Trains Teachers	P.A. Co. Trains Trainers
30 Elementary Schools	$213,990	$213,990
10 Middle Schools	$78,830	$78,830
5 High Schools	$35,590	$35,590
1 Alt. High School	$7,118	$7,118
Training 46 Schools	$20,700	$1,800
Total	$356,228	$337,328

or an average of $10.36 per student (excluding training costs).

Small District

Assuming that all schools are of medium size in the above charts, the approximate total cost of adoption for a district with 15 schools is:

School Type	P.A. Co. Trains Teachers	P.A. Co. Trains Trainers
10 Elementary Schools	$80,840	$80,840
3 Middle Schools	$26,802	$26,802
1 High School	$8,067	$8,067
1 Alt. High School	$8,067	$8,067
Training 15 Schools	$8,250	$600
Total	$132,026	$124,376

or an average of $11.72 per student (excluding training costs).

Subsequent Years

Large District

Assuming that all schools are of medium size in the above charts, the approximate cost of operating the *Positive Action* program each subsequent year in a district with 210 schools is:

School Type	Cost
141 Elementary Schools	$257,466
28 Middle Schools	$35,924
36 High Schools	$74,952
5 Alt. High Schools	$10,410
Total	$378,752

or an average of $2.59 per student.

Medium District

Assuming that all schools are of medium size in the above charts, the approximate cost of operating the *Positive Action* program each subsequent year in a district with 46 schools is:

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School Type	Cost
30 Elementary Schools	$58,890
10 Middle Schools	$13,790
5 High Schools	$11,195
1 Alt. High School	$2,239
Total	$86,114

or an average of $2.66 per student.

Small District

Assuming that all schools are of medium size in the above charts, the approximate cost of operating the *Positive Action* program each subsequent year in a district with 15 schools is:

School Type	Cost
10 Elementary Schools	$20,990
3 Middle Schools	$4,428
1 High School	$2,395
1 Alt. High School	$2,395
Total	$30,208

or an average of $2.86 per student.

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Appendix A

Measurement Instruments

This section contains sample measurement instruments that are designed to be used with the *Positive Action* program:

- The "Survey for Teachers" was compiled by William Eiserman, Ph.D., for Positive Action Company. This instrument is completed by teachers and surveys their overall opinion, implementation feedback, adaptations to the program, and effects of the program.
- The "Survey for Students" assesses their cognitive knowledge of *Positive Action* concepts.
- The "Survey for Parents" assesses parents' perception of changes in their children's behavior.
- Also included are instruments created by Positive Action Company for measuring self-concept, character, and drug use as well as questionnaires for parents, teachers, and staff.

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Positive Action

Survey for Teachers

1 About You

Name _____

Number of years teaching _____

Highest degree _____

2 Overall Opinion

1. How helpful is the *Positive Action* program to you in accomplishing your goals with your students?
   ☐ very helpful ☐ somewhat helpful ☐ fairly helpful ☐ somewhat unhelpful ☐ very unhelpful

2. To what extent did *Positive Action* get in the way of your classtime goals? Got in the way
   ☐ often. ☐ sometimes. ☐ seldom. ☐ never.

3. What is your honest perception of how *Positive Action* should be viewed?
   ☐ It is an extra program which is not appropriate for schools to provide.
   ☐ It is an extra program which, if we had more time, would be nice to provide; but we don't have the time for it.
   ☐ It is an extra program and is something we need to try to squeeze in.
   ☐ It should not be considered an extra program but part of the core curriculum.
   ☐ It should be a top priority and used to facilitate other priority academic objectives.

4. Your vote on whether the school should adopt this program is especially important since you have had a chance to pilot the program. What is your vote?
   ☐ Adopt the program school-wide.
   ☐ Get more materials for teachers who would like to use it, but not necessarily use school-wide.
   ☐ Adopt the program in several more classes and continue a "pilot" approach.
   ☐ Continue to use the program in pilot classes only, and make a decision after another six months or a year using the program.
   ☐ Do not get more materials, but allow existing materials to be used by teachers who want to use them.
   ☐ Do not use the program in any classes.

5. Complete the following phrase. If it were totally up to me:
   ☐ I would use *Positive Action* next year, and would learn more about how to integrate the concepts into other academic areas.
   ☐ I would use *Positive Action* next year in a similar fashion to how I have used it this year.
   ☐ I would use *Positive Action* next year, but only when I felt I really had the time or need for it.
   ☐ I would not use *Positive Action* in my classroom, although I would probably be teaching some of the concepts.
   ☐ I would not use Positive Action at all.

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3 Implementation Feedback

1. How easy is *Positive Action* to implement when you are new to the program and its concepts?
   ☐ very difficult ☐ fairly difficult ☐ fairly easy ☐ very easy

2. How time-consuming are preparations for *Positive Action* lessons?
   ☐ very time-consuming ☐ somewhat time-consuming ☐ not very time-consuming

   What, if anything, could be done to improve upon this?

3. What was the most difficult aspect of the program for you to understand or to implement during the year?

4. In adopting *Positive Action* school-wide, what training or support, if any, would be helpful? Select all that apply.
   ☐ extensive in-service prior to implementation
   ☐ extensive in-service throughout the school year on a regular monthly basis
   ☐ regular group meetings in which teachers discuss their experiences with *Positive Action* and offer suggestions to each other
   ☐ an intensive workshop for teachers and other adults demonstrating how to learn and use *Positive Action* principles in their lives
   ☐ a support hotline in which teachers could call *Positive Action* experts to discuss their implementation concerns, specific classroom management problems, etc.
   ☐ a network available for teachers to identify and contact other teachers who have used *Positive Action*
   ☐ an opportunity to visit another school that has been using *Positive Action*
   ☐ a book which explained the origin and theory behind *Positive Action*
   ☐ a local *Positive Action* representative to provide support and training as needed

   If you have checked more than one of the above training needs, circle the most important one for you.

5. How challenging was each of the following in effectively implementing *Positive Action* during this past year?

   Understanding how to use the materials was
   ☐ not very challenging. ☐ somewhat challenging. ☐ very challenging.

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Understanding the concepts being taught was

☐ not very challenging. ☐ somewhat challenging. ☐ very challenging.

Preparation time was

☐ not very challenging. ☐ somewhat challenging. ☐ very challenging.

Implementation time required was

☐ not very challenging. ☐ somewhat challenging. ☐ very challenging.

Finding the right time in the day to use it was

☐ not very challenging. ☐ somewhat challenging. ☐ very challenging.

Overcoming negative habits of your own was

☐ not very challenging. ☐ somewhat challenging. ☐ very challenging.

Changing discipline systems or approaches to be consistent with *Positive Action* principles was

☐ not very challenging. ☐ somewhat challenging. ☐ very challenging.

6. How important is the principal's involvement in effectively implementing this program school-wide?

☐ very important ☐ somewhat important ☐ fairly important ☐ somewhat unimportant ☐ very unimportant

4 Adaptations to the Program

1. What elements of the program did you like the most?

2. What kinds of activities worked best for you?

3. What kinds of activities worked the least well?

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4. What elements of the program would you most like changed?

5. Were there any materials which you would have liked to be included in the *Positive Action* kit which were not? If so, describe.

6. Complete the phrase, "The key to using *Positive Action* effectively is . . .

"

5 Effects of the Program

1. What would you say are the most remarkable changes, if any, that you have noticed in your children which you attribute, at least in part, to your use of *Positive Action*?

2. What are some examples of these changes?

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3. What are areas you had hoped would change which have not changed, at least yet?

4. What could be done to encourage this?

5. How effective do you think *Positive Action* is regarding the following?

Improves attendance.
☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves self-concept.
☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves peer relationships.
☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves taking responsibility for oneself.
☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves personal discipline.
☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves student-teacher relationships.
☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' ability to manage their feelings.
☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves a teacher's overall teaching strategies.
☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves academic performance.
☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' attitudes toward school.
☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

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Improves students' ability to express their true feelings.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' creativity and curiosity.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' ability to manage their time.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' ability to take care of their possessions.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' awareness and development of their talents.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' ability to empathize with others.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' ability to admit their strengths and feel good about this.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' ability to admit their weaknesses and feel comfortable with this.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' ability to resist peer pressure.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' willingness to try new things.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves students' ability to peacefully resolve conflicts.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

Improves the prevention of drug and alcohol abuse.

☐ very ineffective ☐ somewhat ineffective ☐ unsure ☐ somewhat effective ☐ very effective

7. If *Positive Action* did not have measurable effects on the students, what, if anything, about the program would warrant its use?

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8. You have just indicated various areas in which *Positive Action* has been effective. What percentage of your students actually made changes which were valued by other teachers, parents, or yourself in areas such as these? _____%

Continue if answer is less than 100%.

Do you think the changes observed in these students was worth the time of the rest of the students who did not appear as strongly affected?

☐ Yes ☐ No

If yes, why?

_____

_____

_____

If you knew ahead of time that in order to produce the improvement seen in this percentage of the students it was necessary for all students in the class to be involved, could you justify using the program classwide?

☐ Yes ☐ No

9. Have you noticed any changes in your teaching style since using *Positive Action*?

☐ Yes ☐ No

If yes, explain.

_____

_____

_____

10. Have you noticed any change in your reliance on the principal for classroom support or discipline?

☐ Yes ☐ No

If yes, explain.

_____

_____

_____

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11. Have you noticed any change in your classroom climate?

☐ Yes ☐ No

If yes, describe this change.

_____

_____

_____

12. Of the other teachers using *Positive Action*, have you noticed any changes in their teaching styles?

☐ Yes ☐ No

If yes, explain.

_____

_____

_____

13. Describe any other changes you have noticed in other teachers using *Positive Action*.

_____

_____

_____

14. Have you noticed any impact on the general morale of teachers using the program?

☐ Yes ☐ No

If yes, explain.

_____

_____

_____

15. What lesson number are you currently on? _____

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Positive Action

Survey for Students

1. What does the word *self-concept* mean?

   _____

   _____

2. List three physical positive actions and three intellectual positive actions that encourage a healthy self-concept.

   Physical:

   1. _____

   2. _____

   3. _____

   Intellectual:

   1. _____

   2. _____

   3. _____

3. Name as many of your eight resources as you can. Identify a positive action that would help you manage each resource.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

   6. _____

   7. _____

   8. _____

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4. Why is treating others the way you like to be treated important to you?

5. What has *Positive Action* taught you about telling yourself the truth?

6. Do you try continually to improve yourself?

☐ Yes ☐ No

How and why?

7. What is one thing you would like to be able to do or goal you would like to achieve? This may be related to a particular problem you have, or it may be something you'd like to learn to do or have an opportunity to do.

8. How likely is it you will be able to do this? (Mark one.)

☐ very likely ☐ maybe likely ☐ not very likely

Why? _____

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9. Name several steps you could take to make this happen. Number them in the order you would do them.

10. What do you think the purpose of school is?

11. What have you learned from *Positive Action*?

12. Write as many of the new words you learned in *Positive Action* as you can. Tell what they mean.

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13. What do you like the most about *Positive Action*?

14. What do you like the least about *Positive Action*?

15. Let's say you were playing catch the ball with a friend, and your friend accidentally missed the ball and it hit him in the face and hurt him. What would you do? How would you feel?

16. What would you do if in the same situation, right after the ball hit him in the face, he blamed you, saying that you intended to hit him in the face, even though you knew you didn't mean to do that at all?

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Positive Action

Survey for Parents

Please mark to what extent you have noticed a change in your child's behavior in each of the following areas since the implementation of the *Positive Action* program.

1. Gets along well with other children. Happens
   ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

2. Manages his/her time poorly. Happens
   ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

3. Takes responsibility for getting to bed on time. Happens
   ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

4. Takes care of his/her belongings. Happens
   ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

5. Takes responsibility for brushing his/her teeth. Happens
   ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

6. Is willing to learn new things. Happens
   ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

7. Is willing to exercise. Happens
   ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

8. Manages his/her excess energy well. Happens
   ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

9. Asks thoughtful questions. Happens
   ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

10. Expresses his/her feelings well. Happens
    ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

11. Is creative. Happens
    ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

12. Is confident about his/her abilities. Happens
    ☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

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13. Has difficulty solving his/her problems. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

14. Is honest with others. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

15. Forgets certain things. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

16. Is willing to admit mistakes or weaknesses. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

17. Is able to use money wisely. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

18. Eats the wrong foods. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

19. Desires to develop his/her talents. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

20. Takes responsibility for his/her personal cleanliness. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

21. Has difficulty spending time alone. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

22. Is willing to admit his/her strengths. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

23. Expresses thanks when thanks are due. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

24. Apologizes when an apology is due. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

25. Understands other people's feelings. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

26. Shows respect for others. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

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27. Keeps promises. Happens

☐ a lot more often ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

28. Resists peer pressure. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often

29. Makes positive decisions. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

30. Sets goals for himself/herself. Happens

☐ a lot more often. ☐ a little more often. ☐ about as often as before. ☐ a little less often. ☐ a lot less often.

31. Have you noticed any change in the way your child feels about himself/herself? Feels

☐ a lot better. ☐ a little better. ☐ about the same. ☐ a little worse. ☐ a lot worse.

32. Is there any change in your child this year, good or bad, which has surprised you? Please describe this.

_____

_____

_____

33. Did you know the program, *Positive Action,* is being used in your child's class?

☐ Yes ☐ No

If yes, how did you know this?

_____

_____

_____

34. Has your child ever mentioned anything about *Positive Action*?

☐ Yes ☐ No

If yes, what?

_____

_____

_____

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35. Has your child ever talked about self-concept or how he/she feels about himself/herself?

☐ Yes ☐ No

If yes, what?

36. From what you know about *Positive Action,* what is your opinion of the program?

☐ very positive ☐ somewhat positive ☐ unsure ☐ somewhat negative ☐ very negative

Comments:

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Positive Action
Self-Concept, Drug Use, and Character Scale
and
Positive Action Questionnaire

Contents

1. Letter to Administrators/Counselors

Self-Concept, Drug Use, and Character Scale

2. Problems and Recommendations Relating to Positive Action's Student Instrument for Data Collection
3. Instructions for Administering Student Instrument
4. Keys to Positive Action's Student Instrument
5. Sample Positive Action Student Instrument

Questionnaire

6. Introduction to Positive Action Questionnaire
7. Student Questionnaire Instructions
8. Questionnaire for Students
9. Questionnaire for Parents
10. Questionnaire for Teachers and Staff

Dear Administrators/Counselors:

The purpose of this manual is to share with you our experience and understanding of research in the area of self-concept measurement and the recommendations we offer to those who use our instrument to collect comparative data regarding our program.

This manual should further serve to inform you of our reasons for making specific recommendations. We do this in the spirit of objectivity, believing that in research, our expectations should not interfere with our conclusions. Our desire is to make data comparable by making our measurements as consistent as possible.

We would appreciate receiving data or learning of results from any studies in which our instrument is used.

Sincerely,

Carol Allred, Ph.D.
Developer, Positive Action

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PROBLEMS AND RECOMMENDATIONS RELATING TO POSITIVE ACTION'S STUDENT INSTRUMENT FOR DATA COLLECTION

Problems:

What does "The Positive Action Self-Concept, Drug Use, and Character Scale" evaluate? The intent is to evaluate self-concept, drug and alcohol abuse, and character. The problem is to collect accurate data relating to the effects of the Positive Action program on students studying the Positive Action curriculum in a Positive Action climate. Following is a list of considerations in the area of self-concept, of which researchers conducting evaluations should be aware:

1. One problem concerns time of testing. For comparative purposes, both a pre-test and a post-test must be administered. There is a naturally occurring phenomena identified in self-concept research; namely, that the self-concept of students is normally higher at the beginning of the fall semester than at the end of the spring semester. The apparent reason for the decline is that students and teachers alike are psychologically refreshed by summer break, but grow progressively fatigued as the school year continues.

2. Problems have been encountered in previous testing; for one, some test returns from entire classrooms have shown unrealistically high scores. Since these tests have been administered by teachers, it appears that some teachers are consciously or unconsciously influencing student answers. A similar but opposite problem could be encountered if a teacher has a negative attitude concerning the Positive Action program. Consciously or unconsciously, he/she could influence students to record lower scores at the end of an academic year than the students recorded at the first of the year. This would make it appear that Positive Action had a negative influence on students' attitudes and self-concepts.

3. A third problem exists in identification. When students are required to identify themselves on the test instrument through most normal means — name, initials or assigned number — they again might sense the need to answer questions as they "should." Also, it is important to protect the privacy of students as well as any question that might reflect indirectly the home. There are no questions that relate directly to the home and family situation.

4. A fourth problem hampering accurate data collection lies in the problem of skewing as a result of the ways students answer the questions. The scores from some completed instruments strongly suggest some students are answering questions on the test instrument in a manner indicating they believe they must score high. Some other instruments are answered irregularly, such as straight down any given column, indicating some students either are not following directions because they don't understand them or, for some unknown reason, prefer a given column regardless of what is asked. A small number of tests answered this way will skew the results if all completed instruments are used in the final analysis.

5. A fifth problem relates to having instruments appropriate to the developmental level of the students.

Recommendations:

It is recommended that the evaluation instrument be used to assess self-concept, drug use and abuse, and character. To administer the complete test, use:

- Page 1, questions for self-concept
- Pages 2 and 3, questions for character in grades K-3 and questions for durg use and abuse in grades 4-8
- Page 4, questions for self-concept

1. As to time of testing: For comparative purposes, both a pre-test and a post-test must be administered. The pre-test must be administered before students have begun studying the Positive Action Program. The optimal time for the pre-test is at the end of the school year prior to the initiation of Positive Action the next school year. This gives the most accurate comparison with the post-test. Nevertheless, if logistics prevent pre-testing at the end of a non-Positive Action school year, pre-tests can be administered at the beginning of a Positive Action school year — *before any Positive Action lessons are studied!*

2. As to teacher involvement: There should be none. Teachers should leave the room while tests are being administered. All tests should be given by the same tester (counselor), who should follow the accompanying instructions explicitly.

3. As to identification: One suggestion is that students pre-testing in fall and post-testing in spring should randomly draw their own "private number" from a hat, jar or other container. Each student should keep the private number in an envelope inside his/her desk or locker. Nobody but the student should know his/her own private number. An exception exists in schools planning longitudinal studies, which by their nature necessitate permanent subject identification. In this case, we suggest computer-assigned numbers be used. Students pre-testing in spring and post-testing the following spring should also be assigned computer-generated numbers.

4. As to skewing: Use random sampling to choose 80 percent of the student instruments to be used in statistical analysis, then eliminate incomplete ones and those answered down any single column.

5. As to developmentally appropriate tests: Positive Action has created two instruments to address the issue of age appropriateness: Form A for grades K-3 and Form B for grades 4-8.

INSTRUCTIONS FOR ADMINISTERING STUDENT INSTRUMENT

1. When: Pre- and post-tests should be administered at the same time of day, preferably in the morning.

2. Identification: Students should draw their "private number" prior to testing. They should fill in the spaces at the top of the instrument for school, grade and date, then enter their private number and fold the corner of the page over it. Each student should place the private number in an envelope, then place the envelope inside his/her desk, or save and later place inside his/her locker. Test identification is needed for matching pre- and posttests, but the privacy of the child must be respected. Even the tester should not see the number. An exception exists in schools performing longitudinal studies, which by their nature require permanent subject identification. For those schools, we suggest computer-matched numbers be used.

3. Testing: A school counselor or other trained person should administer tests, and teachers should leave the room before the students draw their private number. If possible, the same counselor should be used to administer all tests — both pre and post — to all classes to ensure standard testing conditions.

   Testers should pre-read the instrument before administering the tests. It is permissible to clarify the meanings of statements, especially for younger students, but it should be done in a consistent manner.

   In grades K-3, testers will read the test to students. Testers are urged to avoid voice inflections or facial expressions that indicate any choice is "good" or "bad." In grades 4-8, tests may be distributed for students to complete independently while the tester monitors.

   Tests should be collected and returned to the person conducting the research.

   All make-up should be concluded within one week after the test is administered.

4. Administer the instrument to all mainstream students: *(Special education students need not be included, though they may, if desired.)* Students who do not want to take the test should not be required to do so.

5. Instructions to Students:

   A. Answers are not graded.

   B. Answer honestly.

   C. Your answer is private.

   D. You should work independently and respect the privacy of your classmates.

6. Marking: Before students begin, they should know they are to put an "X" in the box to answer each question on the first three pages of the test. On the fourth page of the test, students in grades K-3 are to circle the smiling or frowning face representing the response most true for them. Students in grades 4-8 are to circle the most appropriate word or phrase on the fourth page.

BEST COPY AVAILABLE

School _____ Private Number _____

Grade _____ Date _____

(GRADES K-3)

KEY TO QUESTIONS FOR SELF-CONCEPT

Form A

	All of the Time	Part of the Time	None of the Time
1. I get along with my classmates.	3	2	1
2. I like to learn new things.	3	2	1
3. I blame others for my mistakes.	1	2	3
4. I can control what I do.	3	2	1
5. I make good choices.	3	2	1
6. I am a good friend to others.	3	2	1
7. I help others because it makes me feel good about myself.	3	2	3
8. I brush my teeth without being told to.	3	2	1
9. I do what my friends want me to do, even if I know I shouldn't.	1	2	3
10. I keep myself clean without being told to.	3	2	1
11. I treat others the way I like to be treated.	3	2	1
12. I choose to eat healthy food.	3	2	1
13. I can control my feelings.	3	2	1
14. I tell myself the truth.	3	2	1
15. I have the courage to try new things.	3	2	1
16. I like to make myself a better person.	3	2	1
17. I can be the best person I want to be.	3	2	1
18. I am developing my talents.	3	2	1

(GRADES K-3)

KEY TO QUESTIONS FOR CHARACTER

19. Your class decides to hold a foot race during recess, and the winner will get a shiny medal to wear around his or her neck. When the race is over, the teacher thinks you are the winner, but you know that you actually finished second instead of first.

DO YOU . . .	take the medal without telling the teacher that you acutally didn't win the race?	take the medal with the idea that you might later tell the teacher you didn't win the race.	tell the teacher that you failed to win the race?
	0	1	3

20. A new student becomes a member of your classroom. The new student comes from a different part of the country and speaks with an accent that sounds strange to you and your classmates.

DO YOU . . .	make fun of the new student?	pretend the new student isn't even there?	treat the new student with kindness and respect?
	0	0	3

21. You take part in a foot race in which contestants are to run from the starting line to the school wall, touch the wall, and then run back to the starting line. You beat your classmates to the wall, but you fail to touch it before you turn and race back to the starting line ahead of everybody else. Neither the teacher nor anybody else knows that you didn't touch the wall. The teacher is about to give you a medal for winning the race.

DO YOU . . .	take the medal without telling the teacher that you didn't touch the wall?	take the medal with the idea that you might later tell the teacher you didn't touch the wall?	tell your teacher that you failed to touch the wall?
	0	0	3

22. You try to draw a picture of a horse. Your first attempt is pretty silly. In fact, the picture looks more like a dog.

DO YOU . . .	decide you are better at drawing dogs than horses?	keep trying until you can draw a good picture of a horse?	give up and decide you'll never be able to draw?
	2	3	0

23. Your parents say it is up to you to decide when you should brush your teeth.

DO YOU . . .	quit brushing your teeth?	brush sometimes when you think about it?	brush after every meal?
	0	0	3

24. Your teacher asks you to draw a picture. But instead of telling you what the picture should be, your teacher tells you to think one up in your head. You are not to ask for help unless you can't think of anything to draw.

DO YOU . . .	keep thinking on your own and draw a picture?	ask for help without trying to think up a picture?	try to think of a picture to draw, then ask for help?
	3	0	2

KEY
HOW DO I FEEL ABOUT . . . ?

ME

4 REALLY LIKE | 3 LIKE | 2 DON'T LIKE | 1 REALLY DON'T LIKE

ADULTS

4 REALLY LIKE | 3 LIKE | 2 DON'T LIKE | 1 REALLY DON'T LIKE

SCHOOL

4 REALLY LIKE | 3 LIKE | 2 DON'T LIKE | 1 REALLY DON'T LIKE

FRIENDS

4 REALLY LIKE | 3 LIKE | 2 DON'T LIKE | 1 REALLY DON'T LIKE

TEACHER

4 REALLY LIKE | 3 LIKE | 2 DON'T LIKE | 1 REALLY DON'T LIKE

School _____ Private Number _____

Grade _____ Date _____

(GRADES 4-8)

KEY TO QUESTIONS FOR SELF-CONCEPT

Form B

	All of the Time	Part of the Time	None of the Time
1. I know I can work out my own problems.	3	2	1
2. I worry about things.	1	2	3
3. I get along with my classmates.	3	2	1
4. I learn because it makes me feel good about myself.	3	2	1
5. I blame others for my mistakes.	1	2	3
6. I am in charge of what I do.	3	2	1
7. I make negative choices.	1	2	3
8. I am a good friend to others.	3	2	1
9. I do my work because it makes me feel good about myself.	3	2	1
10. I take responsibility for my actions.	3	2	1
11. I take care of my body.	3	2	1
12. I am developing my talents.	3	2	1
13. I do what my friends want me to do, even if I know I shouldn't.	1	2	3
14. The way I feel about myself is up to me.	3	2	1
15. I treat others the way I like to be treated.	3	2	1
16. I can control my feelings.	3	2	1
17. I can be what I want to be.	3	2	1
18. I tell myself the truth.	3	2	1
19. I have courage to try new things.	3	2	1
20. I am improving myself.	3	2	1

(GRADES 4-8)

KEY TO QUESTIONS FOR DRUG USE & ABUSE

21. After school one day, several of your classmates hand you a tiny, fancy bottle filled with liquid. They call the liquid "magic potion." They say they all drink it, and you should, too, if you want to feel "really great." But you must never tell anybody else about it — especially your parents or teacher.

DO YOU . . .	drink it?	say no and tell nobody?	say no and tell your parents or teacher?
	0	2	3

22. Your best friend has recently begun hanging out with a new group at school. Before meeting these new pals, your friend was always alert in the morning, but now your friend comes to school tired and moody. When you try to talk about this with your friend, he/she tells you to "shut-up" — that it's none of your business.

DO YOU . . .	pretend nothing's changed?	fight with your friend?	mention the change to your parents or teacher?
	0	0	3

23. You're depressed. It's been a bad week; you forgot to do a school assignment Wednesday, and today you didn't do so hot on your Friday quizzes. A schoolmate tells you that an older friend of hers sells a "magic potion" guaranteed to cure you of caring how you do in your schoolwork. Your schoolmate promises to get you some potion in exchange for only a few days' lunch money.

DO YOU . . .	say no and tell your parents or teacher?	say no and tell nobody?	give your schoolmate the money?
	3	2	0

(GRADES 4-8)

KEY TO QUESTIONS FOR CHARACTER

24. You chase a soccer ball into the shrubs by your school. While looking for the ball, you find a crumpled $10 bill that's probably been there for a long time.

DO YOU . . .	quietly slip it in your pocket?	leave it alone until you can think about what to do?	take it to your teacher?
	0	1	3

25. For your birthday, you are given a book of question games. One of the questions is a tough one: it asks you to list 20 things you can do with a clothes hanger besides hang clothes.

DO YOU . . .	give up before trying?	list a few things, then seek help?	figure out the 20 things on your own?
	0	1	3

26. Another question in the book asks you to create and write down your own cake recipe.

DO YOU . . .	create the recipe alone?	create part of the recipe, then seek help?	ask your mom for her best recipe?
	3	1	0

KEY

ME

4	3	2	1
REALLY LIKE	LIKE	DON'T LIKE	REALLY DON'T LIKE

ADULTS

4	3	2	1
REALLY LIKE	LIKE	DON'T LIKE	REALLY DON'T LIKE

SCHOOL

4	3	2	1
REALLY LIKE	LIKE	DON'T LIKE	REALLY DON'T LIKE

FRIENDS

4	3	2	1
REALLY LIKE	LIKE	DON'T LIKE	REALLY DON'T LIKE

TEACHER

4	3	2	1
REALLY LIKE	LIKE	DON'T LIKE	REALLY DON'T LIKE

School _____ Private Number _____

Grade _____ Date _____

FORM A

	All of the Time	Part of the Time	None of the Time
1. I get along with my classmates.			
2. I like to learn new things.			
3. I blame others for my mistakes.			
4. I can control what I do.			
5. I make good choices.			
6. I am a good friend to others.			
7. I help others because it makes me feel good about myself.			
8. I brush my teeth without being told to.			
9. I do what my friends want me to do, even if I know I shouldn't.			
10. I keep myself clean without being told to.			
11. I treat others the way I like to be treated.			
12. I choose to eat healthy food.			
13. I can control my feelings.			
14. I tell myself the truth.			
15. I have the courage to try new things.			
16. I like to make myself a better person.			
17. I can be the best person I want to be.			
18. I am developing my talents.			

19. Your class decides to hold a foot race during recess, and the winner will get a shiny medal to wear around his or her neck. When the race is over, the teacher thinks you are the winner, but you know that you actually finished second instead of first.

DO YOU . . .	take the medal without telling the teacher that you didn't win the race?	take the medal with the idea that you might later tell the teacher you didn't win the race.	tell your teacher that you failed to win the race?

20. You find a dolfar on the school grounds. You look around, and nobody else has seen the dollar, or is paying attention to you.

DO YOU . . .	quietly slip it in your pocket?	leave it alone until you can think about what to do?	take it to your teacher?

21. You are taking a test in school and you are having trouble answering the questions. The student sitting beside you is very smart and knows all the answers. You can see this student's paper without getting caught by the teacher.

DO YOU . . .	copy from the student?	answer some questions, then copy from the student?	take the test without copying any answers from the student?

22. You are asked to answer some questions on paper, and you think your honest answers might make somebody else think less of you.

DO YOU . . .	mark answers that aren't really what you believe, but you think are expected?	mark answers you believe to be true?	mark some answers you believe to be true, and some answers you think are expected?

23. Some friends hand you a bottle and ask you to drink out of it. They say you must not tell your parents or teacher about it. You have never seen a bottle like it before and you don't know what is in the bottle.

DO YOU . . .	drink out of it?	say no and tell nobody?	say no and tell your parents or teacher?

24. You see your best friend smoking a cigarette. When you tell your friend that it's a bad thing to do, your friend tells you to "shut up" — that it's none of your business.

DO YOU . . .	pretend nothing's changed?	fight with your friend?	mention what you saw to your parents or teacher?

CIRCLE THE SET OF FACES WHICH IS MOST TRUE OF YOUR FEELINGS

HOW DO I FEEL ABOUT:

ME

ADULTS

SCHOOL

FRIENDS

TEACHER

School _____ Private Number _____

Grade _____ Date _____

FORM B

	All of the Time	Part of the Time	None of the Time
1. I know I can work out my own problems.			
2. I worry about things.			
3. I get along with my classmates.			
4. I learn because it makes me feel good about myself.			
5. I blame others for my mistakes.			
6. I am in charge of what I do.			
7. I make negative choices.			
8. I am a good friend to others.			
9. I do my work because it makes me feel good about myself.			
10. I take responsibility for my actions.			
11. I take care of my body.			
12. I am developing my talents.			
13. I do what my friends want me to do, even if I know I shouldn't.			
14. The way I feel about myself is up to me.			
15. I treat others the way I like to be treated.			
16. I can control my feelings.			
17. I can be what I want to be.			
18. I tell myself the truth.			
19. I have courage to try new things.			
20. I am improving myself.			

FORM B

21. You take part in a foot race in which contestants are to run from the starting line to the school wall, touch the wall, and then run back to the starting line. You beat your classmates to the wall, but you fail to touch it before you turn and race back to the starting line ahead of everybody else. Neither the teacher nor anybody else knows that you didn't touch the wall. The teacher is about to give you a medal for winning the race.

DO YOU . . .	take the medal without telling the teacher that you didn't touch the wall?	take the medal with the idea that you might later tell the teacher you didn't touch the wall?	tell your teacher that you failed to touch the wall?

22. You chase a soccer ball into the shrubs by your school. While looking for the ball, you find a crumpled $10 bill that's probably been there for a long time.

DO YOU . . .	quietly slip it in your pocket?	leave it alone until you can think about what to do?	take it to your teacher?

23. Your teacher passes out a test and then leaves the room. You haven't studied and aren't prepared for the test, but you know you can copy from the smart student next to you without getting caught.

DO YOU . . .	copy from your neighbor?	answer as many questions as you can, then copy the rest from your neighbor?	take the test without copying anything from your neighbor?

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24. You are asked to answer some questions on paper, and you think your honest answers might make somebody else think less of you.

DO YOU . . .	mark answers that aren't really what you believe, but you think are expected?	mark answers you believe to be true?	mark some answers you believe to be true, and some you think are expected?

25. After school one day, several of your classmates hand you a tiny, fancy bottle filled with liquid. They call the liquid "magic potion." They say they all drink it, and you should, too, if you want to feel "really great." But you must never tell anybody else about it — especially your parents or teacher.

DO YOU . . .	drink it?	say no and tell nobody?	say no and tell your parents or teacher?

26. Your best friend has recently begun hanging out with a new group at school. Before meeting these new pals, your friend was always alert in the morning, but now your friend comes to school tired and moody. When you try to talk about this with your friend, he/she tells you to "shut up" — that it's none of your business.

DO YOU . . .	pretend nothing's changed?	fight with your friend?	mention the change to your parents or teacher?

FORM B

CIRCLE THE WORD OR PHRASE THAT IS MOST TRUE OF YOUR FEELINGS

HOW DO I FEEL ABOUT . . . ?

ME

4	3	2	1
REALLY LIKE	LIKE	DON'T LIKE	REALLY DON'T LIKE

ADULTS

4	3	2	1
REALLY LIKE	LIKE	DON'T LIKE	REALLY DON'T LIKE

SCHOOL

4	3	2	1
REALLY LIKE	LIKE	DON'T LIKE	REALLY DON'T LIKE

FRIENDS

4	3	2	1
REALLY LIKE	LIKE	DON'T LIKE	REALLY DON'T LIKE

TEACHER

4	3	2	1
REALLY LIKE	LIKE	DON'T LIKE	REALLY DON'T LIKE

Introduction to Positive Action Questionnaire

The enclosed questionnaire will help you evaluate Positive Action as a drug education program, with questionnaires for parents, teachers and students. Data will be most helpful if you administer the instruments in a standardized manner:

1. Plan to conduct these questionnaires after allowing sufficient time for Positive Action to take effect.
2. Plan to conduct the three parts of the questionnaire simultaneously. Parents and teachers should receive their questionnaires on the same day questionnaires are completed by students.
3. Ask your school counselor or a small number of teachers to administer the questionnaire to students. (Or take time in a faculty meeting to instruct all teachers to administer the questionnaire in a standardized, unbiased manner.)
4. Collect and compile data promptly. Please send results to Positive Action Publishing.

For more information, please call me or my research staff at Positive Action Publishing (1-800-345-2974). Thank you for your support and assistance with this project.

Dr. Carol Allred, Developer

Student Questionnaire Instructions

Teachers: Explain to students that your school is trying to evaluate (better understand) certain problems and programs. Students are to answer each question (yes or no) on their answer sheets. Instruct them to answer questions on their own, and to not write their names on their papers. Read each question; you may rephrase questions if necessary but do not explain questions. When students have completed the questionnaire, promptly collect and return papers to the school office.

Thank you.

Date: _____

Grade Level: _____

STUDENTS

The school is trying to evaluate and better understand certain problems and programs. Let us know what you think: CIRCLE **Y** or **N** -- the answer that is true for you. Please do your own work. Do not put your name on your paper. Thank you!

		Yes	No
1.	I do better in school when school is a positive place.	Y	N
2.	I am a more positive person when school is a positive place.	Y	N
3.	I feel better about myself when I act in positive ways.	Y	N
4.	I feel better about myself when I know how to make good decisions, get along with other people, and take care of myself and my things.	Y	N
5.	My self-concept (the way I see myself) affects everything I do.	Y	N
6.	It's important to learn how to make good decisions, get along with other people, and take care of myself and my things.	Y	N
7.	Feeling good about myself (having a good self-concept) helps me make good decisions.	Y	N
8.	I like learning how to have a good self-concept.	Y	N
9.	It is dangerous to use drugs.	Y	N
10.	Using drugs is a positive action.	Y	N
11.	Using drugs would make me feel good about myself.	Y	N
12.	Positive actions help me feel good about myself.	Y	N
13.	Positive actions help me to not use drugs.	Y	N
14.	Positive actions help me be a more positive person.	Y	N

15. Comments:

_____

_____

_____

_____

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Date: _____

Grade Level of Child(ren): _____

PARENTS

This short questionnaire is an effort to evaluate certain programs and concerns at our school. Please take a few minutes today to answer these questions, and return these pages to the school office. Thank you.

Circle: SA for Strongly Agree

A for Agree

D for Disagree

SD for Strongly Disagree

1.	A positive school environment (school climate) encourages learning and positive behavior.	SA A D SD
2.	It is important to spend time creating a positive environment in schools.	SA A D SD
3.	The way we see ourselves (self-concept) affects everything we do.	SA A D SD
4.	Children feel better about themselves when they act in positive ways.	SA A D SD
5.	Children can learn skills for self-control, decision making, stress management and healthy living.	SA A D SD
6.	Children feel better about themselves when they have skills and motivation for self-control, decision making, stress management, and healthy living.	SA A D SD
7.	Children are more likely to be positive when they have the skills and motivation for self-control, decision making, stress management and healthy living.	SA A D SD
8.	It is worthwhile for schools to teach students positive life-adjustment and self-concept skills.	SA A D SD
9.	By teaching positive life-adjustment and self-concept skills, Positive Action helps children feel good about themselves.	SA A D SD
10.	Drug abuse is a problem that threatens children in our society today.	SA A D SD
11.	Students who have learned positive life-adjustment and self-concept skills are less likely to abuse drugs and alcohol.	SA A D SD
12.	Students who have learned positive life-adjustment and self-concept skills are less likely to have problems with academic failure, discipline, teenage pregnancy, suicide, dropping out of school, delinquency and other social problems.	SA A D SD
13.	Positive life-adjustment and self-concept skills are important enough to be taught regularly in school.	SA A D SD

14. Schools should provide quality materials for teaching life-adjustment and self-concept skills. SA A D SD

15. The life adjustment and self-concept skills taught in Positive Action help children be their best selves. SA A D SD

16. Comments:

_____

_____

_____

_____

Date: _____

Grade Level: _____

TEACHERS & STAFF

This short questionnaire is an effort to evaluate certain programs and concerns at our school. Please take a few minutes today to answer these questions, and return these pages to the school office. Thank you.

Circle: SA for Strongly Agree

A for Agree

D for Disagree

SD for Strongly Disagree

1.	A positive school environment (school climate) encourages learning and positive behavior.	SA A D SD
2.	It is important to spend time creating a positive environment in schools.	SA A D SD
3.	The way we see ourselves (self-concept) affects everything we do.	SA A D SD
4.	Children feel better about themselves when they act in positive ways.	SA A D SD
5.	Children can learn skills for self-control, decision making, stress management and healthy living.	SA A D SD
6.	Children feel better about themselves when they have skills and motivation for self-control, decision making, stress management and healthy living.	SA A D SD
7.	Children are more likely to be positive when they have the skills and motivation for self-control, decision making, stress management and healthy living.	SA A D SD
8.	It is worthwhile for schools to teach students positive life-adjustment and self-concept skills.	SA A D SD
9.	By teaching positive life-adjustment and self-concept skills, Positive Action helps children feel good about themselves.	SA A D SD
10.	Drug abuse is a problem that threatens children in our society today.	SA A D SD
11.	Students who have learned positive life-adjustment and self-concept skills are less likely to abuse drugs and alcohol.	SA A D SD
12.	Students who have learned positive life-adjustment and self-concept skills are less likely to have problems with academic failure, discipline, teenage pregnancy, suicide, dropping out of school and delinquency.	SA A D SD

13. Positive life-adjustment and self-concept skills are important enough to be taught regularly in school. SA A D SD

14. Schools should provide quality materials for teaching life-adjustment and self-concept skills. SA A D SD

15. The life adjustment and self-concept skills taught in Positive Action help children be their best selves. SA A D SD

16. Comments:

_____

_____

_____

_____

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Appendix B

Publicity

When *Positive Action* programs are implemented, they often attract the attention of the media. Over the years there have been many examples of coverage in both broadcast and print media throughout the nation. Recent examples are found on the following pages.

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Chadwell students learn power of positive actions

By B. Gayle Patterson

What does pizza and positive feelings have to do with each other? To most people on a diet or watching their cholesterol, not much. However to a group of 22 healthy and positively directed Chadwell Elementary School students, they have everything to do with each other.

Pizza at CICI's was their reward for being chosen as the first six weeks' Positive Action Program outstanding students. One outstanding student from each of the school's 22 homerooms was deemed to have had good attendance, good classroom behavior, good learning behavior and a positive self-concept worthy of note to earn this honor.

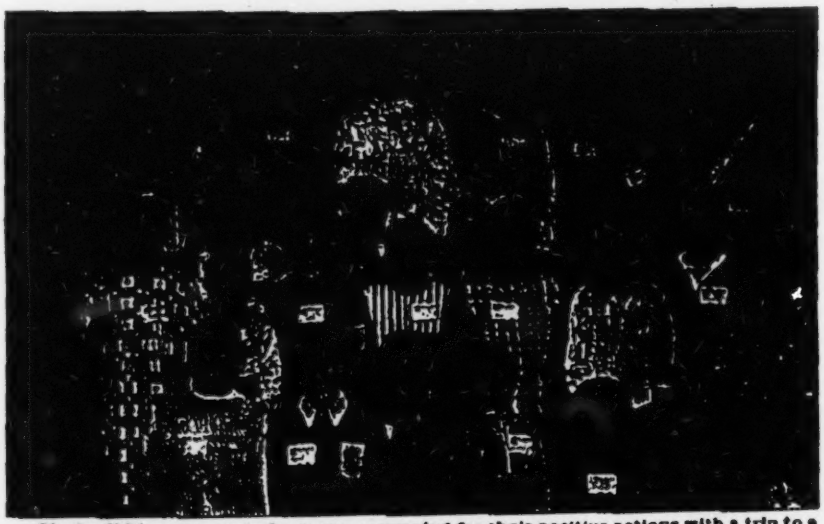
The Positive Action Program, very similar to the POPs program, provides 10 to 15 minute lessons four days per week and a special lesson every other week from the guidance counselor. The first in the series was on self-concept.

During each of the six units this year, students will be rewarded for "Caught You Being Good" and for skills demonstrated that are being taught. Students will receive stickers and awards from not only their teacher, but any teacher or school support staff.

According to Jim Pinckley, guidance counselor at Chadwell Elementary, "This is our first year with PAP. The program is designed to help students to focus on the intrinsic value of the positive feeling resulting from good experiences."

To help foster these good experiences, Chadwell has adopted Imperial Manor Convalescent Center. Each month, students will make seasonal decorations or gifts for the residents. With some help from their PENCIL adopter, Castner Knott, who will be paying the expense of transportation, they will be visiting the nursing home to present plays and sing songs throughout the year.

Chadwell students will also be participating in a food drive.



Chadwell Elementary students were rewarded for their positive actions with a trip to a local pizzeria.

We want to instill a sense of obligation to the community in Chadwell students," said Pinckley. "Children need to learn at a young age the need to give back to their community."

Parents, representatives from Castner Knott, Chadwell Principal Yvonne M. Brown, Guidance Counselor Pinckley and Murray Phillip, School

From page 8

Board member for Chadwell, all joined the outstanding students for lunch. First Six Weeks Outstanding Positive Action Students are Lowana Knowles, Shawnda Brabson, Nate Robertson, Bernard Stanton, Devin Wilson, Christopher Hales, Dave Cunningham, Rawn Johnson, Keith Wimberly, Jeremy Alvarez, Cassie Bollin, Kainen Curry, Jessie Broughton, Fontuenia Simmons, Teri Huff, Cameron Huskey, Amber Christian, Damone Tidwell, Terrence Edmundson, Anna Marie Lnarz, Caleb Sanders and Whitney Baun. □

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TENNESSEAN — Monday, December 1, 1997 • 3B

SCHOOL NEWS

IN THE CLASSROOM

BILL STEBENHOFF

Chadwell Elementary kindergartener LaWanda Knowles bites into a piece of dessert pizza at Cici's restaurant in Rivergate. A group of children from the school were treated to the party as a way of teaching positive feelings.

Thinking positively

Treats are part of the treatment at Chadwell

By DIANE LONG
Staff Writer

When the educators at Nashville's Chadwell Elementary decided that the school climate and student behavior needed a boost, they turned to Positive Action.

And three months after starting the plan, they're seeing positive results.

"The whole focus of Positive Action is to get kids to take note of the intrinsic feeling they have when they do something good," said Chadwell guidance counselor Jim Pinckley.

"It's kind of like a circle. The good thoughts we have lead to the things we do, and the feelings afterward lead to more positive actions. Discipline is not a problem here now."

Positive Action is just making inroads into Metro, with six schools joining 7,000 others across the nation and the world, said Carol Allred, the former teacher who developed the plan 20 years ago.

"Our curriculum really amounts to positive actions on the physical, intellectual and emotional level," Allred said from her Idaho office. "It's just so self-evident: you treat others the way you like to be treated."

The plan develops courtesy, kindness and healthy self-concepts by involving everyone connected to the school — principal, cafeteria and janitorial staff, classroom teachers, parents and students.

Each day, all teachers present grade-appropriate, 15-minute lessons on the same concept, such as managing emotions or getting along with others, and all adults are expected to model the ideas. Parents and staff can report an "ICU" message when they see a student do something as simple as complimenting a fellow youngster.

Everyone emphasizes the "word of the week," such as "empathy," "unique," or "challenge." Parents are provided with at-home lessons and periodic school updates.

"This is more than a program, it's a philosophy," said Wanda Holman, coordinator for Metro's Title I and Safe and Drug-Free Schools programs.

"It's celebrating and appreciating other people," she added. "It's magic, just magic."

Holman knows about the positive effects from her previous assignment as principal at Park Avenue Elementary.

"We were dealing with fights and some very angry kids. And these few kids were taking classroom instruction time," she recalled. "As a staff, we tried lots of things; we even tried daily contracts. But we were still missing something."

Then the school implemented Positive Action, and the results were dramatic.

"That year, our fights were reduced by 76%; our office referrals were reduced by 51%. Suddenly we could get substitutes (teachers) who wanted to come back." She emphasized the team effort required by the plan.

"It forced me and teachers to show kindness," she said. "You can't preach kindness and turn around and treat each other like mud. What is not negotiable is that every classroom teacher covers the same wording, the same topic and the same concept. And the whole school celebrates."

Currently, Metro schools can pay for the program with Title I funds, or through Safe and Drug-Free Schools if they agree to provide evaluation data to Holman's office. The first year is expensive, Holman said, because everyone gets a specialized kit of information.

"But when you look down the road, think about the cost to instruction, with expensive staff time of stopping and dealing with things like disruptive behavior," she said.

At Chadwell, the program means the traditional in-school suspension plan has been tossed out.

"We now have a positive action training room," explained guidance counselor Pinckley. "In that room, we have an aide who stays with students if they need to be removed from the classroom, and I visit with them each day. We try to model the correct behavior. We go over what happened and what the other choices were."

In addition, each classroom selects an outstanding student for the grading period, said principal Kim Jacobs.

"These are not necessarily the 'A' students," she explained. "They get their work done, they have no office referrals, and they're kind to others."

The first group of selected students were treated to pizza at a nearby restaurant. But even such outings have a new slant.

"This is reinforcing a concept, not a reward," said founder Allred. "We want the adult to say, 'How did you feel when you did something positive? This is to help you remember that feeling.'" ■

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Meadow Park Elementary School is a Successful School

School Notes

Patricia Riley

A Florida panel that looks for model schools is impressed with Meadow Park Elementary.

The Florida Title I State Evaluation Advisory Panel initiated a research effort titled the Florida Schools Project to learn more about schools that have high student performance levels and a high percentage of students on free and reduced lunch. The intent is to use results of the research to help all high poverty schools maximize the learning capabilities of every student.

Based on 1994-95 and 1995-96 achievement data, approximately 100 schools were identified that had a clear pattern of sustained high achievement. Ultimately, 23 schools were chosen that fit the selection criteria the best. Meadow Park Elementary School was identified as one of these successful schools.

All of the schools chosen have a clear mission statement. The mission at Meadow Park Elementary School is to strive for educational excellence for all students in order to prepare them to be prodactive citizens in our democratic society. Our mission will be accomplished by maintaining high academic expectations, varying programs to meet individual needs, providing a positive and safe school climate, and encouraging active parent involvement.

The panel looked at a variety of indicators, vital signs and practices that could affect student performance.

Successful Schools monitor student progress frequently: Students at Meadow Park are continuously monitored using a variety of techniques such as individual weekly progress reports, midterm reports, nine-week report cards, parent conferences, telephone calls and portfolio assessments. Title I teachers monitor student progress by running records that inform parents of their child's reading progress.

Successful Schools maintain a safe and orderly environment: Meadow Park has created a safety committee that meets regularly and assesses and implements strategies for maintaining order, drug awareness, conflict mediation skills, and the Positive Action Program. To maintain order, the school has implemented procedures such as the signing in and requiring identification badges of all visitors, monitoring the campus with walkie-talkies, and using cameras on school buses. School uniforms are worn by students on a voluntary basis.

Successful Schools have high expectations for students: Meadow Park has a nurturing environment where staff and students strive to reach their highest potential. All students are required to meet county standards. Teachers have set clear academic goals and objectives with their students and provide the students with the tools to reach them.

Teachers continue professional growth through the encouragement of administrators. Sixty percent of our teachers have masters degrees.

Successful Schools have strong, supportive instructional leadership: Our teachers are empowered in shared decision-making through the Program Planners, School Improvement, Team, Faculty Council, and PTO/SAC. All of the K-3 teachers have successfully completed the Early Literacy Inservice Course as stated in the school's Student Learning Plan.

Successful Schools provide opportunity to learn and time on task: Our school has a very structured day with minimal interruptions that provides ample opportunity and time to learn. The following programs are in place to ensure all students have the opportunity to learn: NAEYC accreditation for the kindergarten program, looping, multi-age grouping, Program for Successful Learning, Title I programs similar to Reading Recovery for at-risk students.

Positive Home-School Community: Meadow Park promotes positive home-school relations through a variety of methods, including PTO/SAC, school volunteers, mentoring program, Title I inservices, open house, Families First parenting classes, weekly pod newsletters, monthly school newsletters, music programs, and the spring carnival.

The evaluation team summarized that Meadow Park is a unified learning community, nurtured over time, with clear goals for student academic achievement and professional growth for all staff. Teachers and students are empowered to be responsible for their own learning.

Patricia Riley is principal of Meadow Park Elementary School.

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